REPORTING THE

ACADEMIC PERFORMANCE INDEX

GROWTH AND AWARDS FOR

1999–2000 TO

STAFF AND PARENTS

Communications
Assistance Packet

Public Schools Accountability Act

September 2000

prepared by the
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INTRODUCTION

The Public Schools Accountability Act (PSAA), signed into law in April 1999, authorized the creation of a new accountability system for California public schools. The PSAA has three main components: the Academic Performance Index (API), the Immediate Interventions/ Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program.

Growth on the API is the central focus of the PSAA. In January 2000, schools received their 1999 API results that served as the base year. In October 2000, schools receive their 2000 API growth results. These results will determine if a school is eligible for awards or interventions.

A solid understanding of each school's 2000 API growth report will require the active involvement of teachers, students, parents, guardians, and community members. The support of these key stakeholders will enhance their knowledge and understanding of this new school accountability system and of their roles in helping all students reach their academic goals.

The Communications Assistance Packet for Reporting the Academic Performance Index: 1999– 2000 Growth and Awards to Staff and Parents is designed to help districts and schools provide information and answer questions about the PSAA and 1999–2000 API results. The packet provides questions and answers for teachers and parents, sample letters, talking points for princi- pals, a sample school/home newsletter insert and parent brochure master, graphic displays and worksheets for calculating the 1999–2000 API growth, sample API school reports, and overhead transparency masters for presentations. These materials should be shared with district and school leaders who work with staffs, parents, students, and community leaders.

Teacher Information about PSAA

District and school employees, particularly teachers, are key to the success of this major school improvement effort. Teachers play a major role in developing instructional programs to improve academic achievement. In addition, parents and community members turn to teachers for answers to their questions or concerns. Activities to help teachers prepare for their role as key communica- tors could include:

- Schedule staff information sessions to prepare teachers and identified support staff for answer- ing general questions about PSAA and the 1999–2000 API growth reports, awards, and interventions. Staff members also will be asked when, where, and how parents are to receive information.

- Explain to teachers when and what results will be placed on the website to prepare them for questions they may receive from parents and other community members. Provide teachers and support staff with all the information materials that parents receive.

- Plan a schoolwide event to "celebrate success" if growth targets for the school and its signifi- cant subgroups of students are met.

Informing Parents

Schools and/or districts need to provide a variety of opportunities for sharing information with parents. Suggested activities include:

- Plan at least one meeting with parents when the 1999–2000 Growth API results are released. Show what the reports look like and explain the types of information included and how results are to be used.

- Involve parents and community leaders in the "celebrate success" event if the school's growth targets are met.

- Include information about the PSAA and the 1999–2000 Growth API results in school/ home newsletters to announce coming results, explain their significance, and restate plans for improving student achievement.

- Establish a plan for meeting school targets during the next API reporting cycle if the 1999– 2000 growth targets are not met. Work with parent leaders to share the plan with all parents.

- Provide special information sessions or materials for parents who may need assistance in English.

Student Communications

Students need to have an understanding of the 1999–2000 Growth API and what it means for their school. Information activities for students might include:

- Inform student leaders about how and when school API results are to be reported, what they mean, and how they are to be used.

- Schedule student information sessions in each homeroom when the 1999–2000 Growth API results are released. Prepare "answers to student questions" information for student newspapers.

- Provide translations about the API results for students who may need assistance in English.

- Involve students in the "celebrate success" event if growth targets are met.

- Distribute STAR information to students prior to testing that encourages students to do their best.

UPDATE ON THE **PSAA**

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999.

- The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program.

Academic Performance Index (API) and Growth

- The 1999 API is a numeric index (or score) between 200 to 1000, reflecting a school's performance on results of the 1999 administration of the Stanford 9, a nationally-normed test that is administered annually to California public school students in grades 2 through 11 as part of the Standardized Testing and Reporting (STAR) program.

- Other performance indicators such as the California Standards Test (STAR augmented) and the high school exit exam and graduation and attendance rates will be added to the API when the data are available. The law requires that test results constitute at least 60 percent of the API.

- Schools receiving an API score between 200 and 1000 are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API score and ranking are compared to schools statewide and to schools with similar demographic characteristics. An API score of 800 will serve as the interim growth target for all schools until state performance standards are adopted.

- Schools receiving an API score also receive API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets also are set for each subgroup and the school as a whole.

- The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800. For any school below an API of 800, the minimum annual target is one point. A school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.

- The 1999–2000 API growth reports provided in October 2000 include each school's 2000 STAR percent tested, 1999 API base score, 2000 API growth score, 1999–2000 growth target and actual growth, whether growth targets were met, and the school's eligibility for two awards programs. An API and growth report for numerically significant subgroups are also included. The similar schools growth rank will be reported in December 2000.

- The 1999–2000 API growth results will be posted on the California Department of Education (CDE) API website at http://www.cde.ca.gov/psaa/api on October 4, 2000.

■ Schools must report their API results in their local School Accountability Report Cards annually. Each school district's governing board also must discuss these results at a regularly scheduled meeting.

■ Generally, API results are reported twice a year: (1) base year reports (each January) and (2) growth reports (each September).

Immediate Intervention/Underperforming Schools Program (II/USP)

■ For the 2000–2001 school year, $21.5 million is available to support a second group of 430 schools that did not meet their 1999–2000 growth targets.

■ Under II/USP, schools are required to write or revise a school-improvement plan and receive assistance to improve academically.

■ Schools already in II/USP that continue to fall below their targets or do not show significant growth may be subject to local interventions or eventually to state sanctions.

1999–2000 API Awards Programs

■ For the 2000–2001 school year, the Governor has designated three awards to be given to schools and/or school site employees, based on API growth; (1) the Governor's Performance Award (GPA); (2) the School Site Employee Performance Bonus (Senate Bill 1667); and (3) the Certificated Staff Performance Incentive Award (Assembly Bill 1114).

■ The GPA and Certificated Staff Incentive awards are ongoing programs, based on annual API growth results; the School Site Employee Bonus is a one-time award.

■ A combined total of $677 million has been allocated for the three awards: $227 million, to schools, for GPA; $350 million, half to schools and half to all staff at site, for School Site Employee Bonus; $100 million, to all certificated staff at site, for Certificated Staff Incentive.

■ Schools receiving the GPA and School Site Employee Bonus awards will be notified through their districts in October 2000. The award money will be distributed after the first of the year in 2001. Schools eligible for the Certificated Staff Incentive can apply in December 2000, and funds will be awarded after January 2001.

Alternative Accountability System

■ The State Board in July 2000 approved the framework for an Alternative Accountability System. Schools serving traditional student populations with fewer than 100 students with valid test scores; special education schools and centers; and alternative, continuation, community day, court, community, and county schools serving high-risk populations will participate in this system as soon as it is operational.

■ The Alternative Accountability System framework identified three separate accountability models to be implemented over a three-year period: the small schools model (schools serving traditional student populations with fewer than 100 valid Stanford 9 scores); the special education schools and centers model; and alternative schools accountability model (alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations).

TALKING POINTS FOR PRINCIPALS

> The talking points with Options 1, 2, or 3 can be adapted to address the progress of individual schools based on the 1999-2000 growth reports. Principals can also refer to the sample letter in this packet for more information.

- ■ The Academic Performance Index (API) is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999.

- ■ The API measures each school's academic performance, sets annual growth targets, and determines if growth targets have been met.

- ■ Academic growth on the API is the central focus of the PSAA.

Option 1

- ■ By meeting (exceeding) our growth targets for the school and every student sub-group, our school may be eligible to receive funds through three API-based awards programs: the Governor's Performance Award Program (GPA), the School Site Staff Employee Performance Bonus and the Certificated Staff Performance Incentive Act.

- ■ In addition to reaching our growth targets, the school must show a 95 percent student participation rate on the Stanford 9 for elementary and middle-schools and 90 percent participation rate for high schools to be eligible for any of the award programs.

Option 2 & 3

- ■ We didn't meet our 1999–2000 API growth targets (We met our 1999–2000 school growth target but some of our student subgroup results missed the mark), but efforts to strengthen our school instructional and assessment programs will help us make giant strides toward this year's achievement goals.

- ■ The STAR test results, used to calculate the 1999 API and the 2000 API, show how well our students performed on one test on one day in a school year.

- ■ It is extremely important that other indicators of student achievement, in addition to the STAR results, are used in the future to calculate each school's API and the growth achieved. The State Board of Education is planning to make these additions in the future.

- ■ Requiring all numerically significant student subgroups at the school to reach 80 percent of the schoolwide growth target makes a strong statement that the achievement of all students is important. No student should be left behind.

■ In our school, we have many limited-English-proficient students who are required to take the Stanford 9 test in English, and their results are included in each school's API. As these students increase their proficiency in English, they will also increase their performance on the Stanford 9.

Option 1

■ The school's site governance team/council will decide how GPA and schoolwide School Site Employee Bonus funds will be used. The use of these funds also must be ratified by the District Board of Education.

■ Everyone at our school is very excited about our 1999–2000 API growth results. Our staff, students, and parents have worked hard to improve our school's academic performance, and their efforts helped our school meet (exceed) its 1999–2000 growth targets. We will continue to work together to reach even higher levels of achievement. It takes everyone involved in our students' education to accomplish this ambitious goal.

Option 2

■ We look forward to this coming year and the opportunity to meet our growth targets and become eligible for awards. The API and its measurement of our school's growth is an important tool in helping to improve the academic performance of all of our students. It takes everyone involved in our students' education to accomplish our goal.

API REPORTING CYCLES

1999	2000	2001	2002

┌ 1999 to 2000 Growth ┐

1999 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators
 • Stanford 9

2000 API Growth
Schoolwide/Subgroup APIs
Similar Schools Growth Rank
STAR Indicators
 • Stanford 9

┌ 2000 to 2001 Growth ┐

2000 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators
 • Stanford 9

2001 API Growth
Schoolwide/Subgroup APIs
Similar Schools Growth Rank
STAR Indicators
 • Stanford 9

┌ 2001 to 2002 Growth ┐

2001 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
Indicators:
 STAR
 • Stanford 9
 • Standards-Based Test
  (proposed)

2002 API Growth
Schoolwide/Subgroup APIs
Similar Schools Growth Rank
Indicators:
 STAR
 • Stanford 9
 • Standards-Based Test
  (proposed)

An API reporting cycle consists of two components: (1) base year information and (2) growth information. The base year reports are provided each January, and the growth reports are provided each September. The State Board of Education determined in July 2000 that the 2000 API Base should use the same methodology and indicators as that used for the 1999 API Base. Rules for including students in the 2000 API Base are expected to be revised by pending legislation (Senate Bill 1552).

SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

	Schoolwide API (Base)		
	200 to 780	**781 to 799**	**800 or more**
	A	**B**	**C**
Schoolwide Growth Target:	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To meet the Subgroup Growth Targets...

The growth targets for subgroups will depend on what the schoolwide API (Base) is. If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

			Schoolwide API (Base)		
			200 to 780	**781 to 799**	**800 or more**
			A	**B**	**C**
Subgroup Growth Target:	Subgroup API (Base)	**200 to 799** · 1	80% of schoolwide target[1]	1 point gain	
		800 or more · 2	Maintain 800 or more		

For Awards Eligibility...

To be eligible for awards, a school must meet or exceed its schoolwide growth target and meet or exceed each subgroup growth target. A school with an API (Base) of 800 or more must make at least 1 point gain in its API.

Note: The minimum growth target is one point. "Subgroup" refers to each numerically significant ethnic and socioeconomically disadvantaged subgroup at the school.

[1] The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

STATE MONETARY AWARDS PROGRAMS BASED ON THE ACADEMIC PERFORMANCE INDEX (API)

	Governor's Performance Awards (GPA) (SB1X, Ch 3 of 1999)	School Site Employee Performance Bonus (SB 1667, Ch 71 of 2000)	Certificated Staff Performance Incentive Act (AB 1114, Ch 52 of 1999)
Amount of Funds Appropriated	$227 million	$350 million	$100 million
Group Receiving Awards	School, for schoolwide use	All staff at school site School, for schoolwide use	School certificated staff (all site positions requiring certificated staff)
Eligibility	Open to all schools with APIs	Open to all schools with APIs	Open to schools with APIs in Deciles 1-5 in 1999
Conditions	✓ 1999–2000 API growth must meet or exceed 5% growth target ✓ 1999–2000 API growth for significant subgroups must meet or exceed 80% of school target ✓ Elementary and middle schools must have 95% Stanford 9 participation rate; high schools must have 90% Stanford 9 participation rate ✓ Schools with 1999 APIs at 800+ must make at least one point gain in 2000.	✓ Eligibility for GPA program will determine eligibility for the performance bonus.	✓ 1998–1999 Stanford 9 growth must be demonstrated ✓ 1999–2000 API growth must meet or exceed 2 times annual growth target ✓ 1999–2000 API growth for subgroups must meet or exceed 80% of 2 times the school target ✓ Elementary and middle schools must have 95% Stanford 9 participation rate; high schools must have 90% Stanford 9 participation rate
Distribution Setup	✓ Intended to be fully funded at up to $150 per student to all schools meeting conditions	✓ All site staff (on FTE basis) will receive the bonus. ✓ An equal amount of money will be given to the school for schoolwide use.	✓ Biggest gains receive the largest awards, based on growth (number of API points by which the school exceeded its target). • 1000 certificated staff in schools with largest growth get $25,000 each. • 3750 certificated staff get $10,000 each. • 7500 certificated staff get $5,000 each.
Distribution Decision	Use of funds at school decided by existing site governance team/school wide council representing major stakeholders; ratified by local board		Inclusion of certificated personnel receiving funds decided by local district in negotiation with teachers' union
Proposed Notification Timeline	December 2000, after state API data have been published on CDE website		December 2000, after state API data have been published on CDE website
Continuation Status	Ongoing	One-time bonus	Ongoing

PSAA TIMELINE FOR
SCHOOL YEAR 2000-2001

September 2000

- Reporting the Academic Performance Index (API) Growth and Awards for 1999–2000 to Staff and Parents: Communications Assistance Packet, District Media Assistance Packet, and Press Briefing Packet posted on California Department of Education (CDE) API website at http://www.cde.ca.gov/psaa/api

- Application forms for schools eligible for the next planning grant cycle of the Immediate Intervention/Underperforming Schools Program (II/USP) mailed to districts and a list of eligible schools posted on the CDE API website at http://www.cde.ca.gov/psaa/api

- CDE holds series of press briefings about the release of the 1999–2000 API Growth Reports in northern and southern California

October 2000

- Summary Reports for 1999–2000 API Growth, including growth targets achieved/not achieved, subgroup data determined and Governor's Performance Award and School Site Employee Bonus eligibility, posted on the CDE API website at http://www.cde.ca.gov/psaa/api (**excludes** Similar Schools Growth Ranks and schools conducting Stanford 9 data corrections through test publisher)

- Listing of schools selected for the II/USP planning grants for 2000–2001 mailed to districts

- Detailed Reports for 1999–2000 API Growth posted on the CDE API website (**excludes** Similar Schools Growth Ranks and schools conducting Stanford 9 data corrections through test publisher)

November 2000

- CDE notifies local school boards of State Board-approved definitions for the Alternative Accountability System and determines the schools to be included

December 2000

- Final Summary and Detailed Reports for the 1999–2000 API Growth posted on the CDE API website (**includes** the Similar Schools Growth Ranks for all schools and full reports for schools that corrected data through test publisher)

- Eligible schools for Certificated Staff Performance Incentive Act notified and provided with application

July–December 2000

- Indicators and growth targets appropriate for measuring student progress and recognition/intervention guidelines for small schools developed for the Alternative Accountability System

January 2001	• API Summary Reports for the 2000 API Base posted on the Internet
	• 2000 API Base (asterisked APIs*) for small schools posted on the Internet
	• Funds for award programs disseminated to eligible schools and individual school personnel
	• State Board approves proposed indicators, goals for growth, and other aspects of the Alternative Schools Accountability Model.
March 2001	• Guidelines developed for reporting results and providing recognition and intervention for schools in Alternative Accountability System
April–June 2001	• CDE conducts workshops statewide on Alternative Accountability System requirements and indicators
May–July 2001	• State Board approves II/USP funding requests from planning grant schools and funds disseminated for implementation of school action plans
September 2001	• Schools in the Alternative Schools Accountability Model select indicators and secure local board approval
	• Recommendations for the accountability model for special education schools and centers developed and provided to State Board

Note: For updated PSAA information and timelines, regularly check the California Department of Education (CDE) website at http://www.cde.ca.gov/psaa.

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* In the Alternative Accountability System small schools model, an API with an asterisk will be provided to schools with 11 to 99 valid Stanford 9 scores. The asterisk is designed to acknowledge the greater statistical uncertainty of an API based on fewer than 100 scores.

INFORMATION FOR STAFF

Questions and Answers about
— **Growth**
— **Awards**
— **Immediate Intervention/Underperforming Schools Program (II/USP)**
— **Alternative Accountability System**
Sample Superintendent's Letter to Staff

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

The Public Schools Accountability Act (PSAA), signed into law in 1999, authorizes the creation of a new educational accountability system for California public schools. The primary goal is to help schools improve the academic achievement of all students.

The PSAA has three components:
*   **Academic Performance Index (API)** – measures school performance, sets academic growth targets, and monitors growth over time

*   **Immediate Intervention/Underperforming Schools Program (II/USP)** – offers financial support to schools in need of improvement

*   **Governor's Performance Award (GPA) program** – rewards schools that show improvement or high achievement based on the API

Two additional awards programs, based on the API, also have been added:
*   **Certificated Staff Performance Incentive Act (AB 1114)** – offers rewards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target

*   **School Site Employee Performance Bonus (SB 1667)** – provides one-time financial bonuses to employees of schools that show improvement or high achievement

The PSAA also requires the development and implementation of an Alternative Accountability System for small schools and schools that serve a non-traditional student population. At its July 2000 meeting, the State Board of Education approved the conceptual framework for this system.

Growth in the API is the central focus of the PSAA. In January 2000, schools were provided their 1999 API Base results. In October 2000, schools will receive their 2000 API Growth results. The API results from 1999 and 2000 will be compared to determine a school's

growth. A school's growth in the API will determine if a school may be eligible for interventions or awards. Answers to frequently-asked questions about the PSAA, API, and the 1999–2000 API reporting cycle follow.

What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of California's accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal.

What are the API reporting cycles?

An API reporting cycle consists of two components: (1) base year information and (2) growth information. In a reporting cycle, an API Base is compared with a corresponding API Growth in order to determine a growth score for a school. Generally, the base year reports are provided in January of each year, and the growth reports are provided each September. A graphic display of the API reporting cycle is located on the CDE API website at http://www.cde.ca.gov/psaa/api.

What is included in the 1999–2000 API reporting cycle?

The 1999–2000 API reporting cycle consists of the following information:

*   **1999 API Base reports** (reported in January 2000)
    – 1999 API Base—calculated from 1999 Stanford 9 results
    – State and similar schools decile ranks
    – School and subgroup growth targets

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

- **1999–2000 API Growth reports** (reported in October 2000)
  - 2000 API Growth—calculated from 2000 Stanford 9 results
  - 1999 to 2000 growth
  - Whether or not the school met its growth targets and is eligible for GPA or School Site Employee Bonus

  The growth decile ranks for similar schools will be available in December 2000. In future years, the API Growth reports will be available in September.

What will be included in the 2000–2001 API reporting cycle?

The 2000–2001 API reporting cycle will consist of the same type of information as the 1999–2000 cycle except that the data will cover the span from 2000–2001. The 2000 API Base reports will be provided in January 2001, and the 2000–2001 API Growth reports will be provided in September 2001. For each reporting cycle, an API Base will be calculated, incorporating any new indicators adopted by the State Board of Education. The API Growth for each cycle will be calculated in the same way as the API Base for the cycle, using the same indicators.

What does the 1999–2000 API Growth Report specifically include for each school?

The 1999–2000 API Growth Report for each school includes:
- percent of students tested in the 2000 administration of the Stanford 9
- school's 2000 API (Growth) (scale 200 to 1000)
- school's 1999 API (Base) (scale 200 to 1000)
- 1999 to 2000 growth target
- 1999 to 2000 actual growth
- 1999 to 2000 similar schools growth rank
- information on whether growth targets were met
- whether the school is eligible for the GPA and School Site Employee Bonus
- school demographic characteristics
- subgroup information

When will the 1999–2000 API Growth Reports be available?

Public reporting of the 1999–2000 API growth results is scheduled to be posted on the California Department of Education (CDE) website on October 4, 2000 at http://www.cde.ca.gov/psaa/api.

In the 1999–2000 API Growth Report, how was "the percent of students tested in the 2000 administration of the Stanford 9" determined?

This percent is calculated as follows:

Percent Tested = (Total Students Tested)

> **divided by**
>
> (Total Enrollment on First Day of Testing, grades 2–11
>   **less**
> Students with Parent/Guardian Written Waiver Request
>   **less**
> Students with Individualized Education Program Exemptions)

The percent tested is used as the participation rate for awards eligibility. The source of these data is the STAR 2000 Apportionment Information Report. The percent tested is rounded down to the nearest whole percent.

What is meant by a school's "growth targets"?

Growth targets include:
- **Schoolwide growth target** – the amount of improvement a school is expected to make beyond its API base score in a year. A school meets its 1999–2000 schoolwide target if (1) it meets or exceeds 5% of the distance between its 1999 API and the interim statewide performance of 800, or (2) its 2000 API is at or above 800.

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

- **Comparable improvement target** – the amount of growth each numerically significant ethnic/racial and socioeconomically disadvantaged subgroup in the school is expected to make in a year. In most cases, a subgroup in a school meets its 1999–2000 subgroup target if it meets or exceeds 80% of the school's 1999–2000 growth target. For exact calculation of growth targets, refer to the *1999–2000 API Growth Explanatory Notes* located on the CDE website at http://www.cde.ca.gov/psaa/api.

How is a school's 2000 API "growth" calculated?

The 1999–2000 growth for a school is determined by subtracting its 1999 API from its 2000 API. For each numerically significant subgroup in the school, the 1999 API for the subgroup is subtracted from its 2000 API.

What was used to calculate the 1999 API and the 2000 API?

The 1999 Stanford 9 scores were used to calculate the 1999 API and the 2000 Stanford 9 scores were used for the 2000 API. Only scores for students enrolled in the district the prior year were included in the calculation for both APIs.

What is meant by a "numerically significant student subgroup"?

To be considered numerically significant, a subgroup must:
- have at least 30 students, with valid Stanford 9 scores, who make up at least 15 percent of the school's tested enrollment, **or**
- have at least 100 students with valid Stanford 9 scores.

What are the categories for the numerically significant subgroup growth?

Subgroup APIs are calculated for the following categories:
- American Indian or Alaska Native
- Asian
- Pacific Islander
- Filipino
- Hispanic or Latino
- African American not Hispanic
- White not Hispanic
- Socioeconomically disadvantaged

What is meant by "socioeconomically disadvantaged"?

A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program.

Are English language learners considered a subgroup for API calculations?

English language learners (formerly called limited-English proficient students) are not considered a subgroup for API calculations.

If a subgroup at a school was numerically significant for the 1999 API but was not numerically significant for the 2000 API, will it receive a subgroup growth score?

If the school has a subgroup that was significant for the 1999 API but was not significant for the 2000 API, it will **not** receive a 1999–2000 subgroup growth score. A school's subgroup must be numerically significant in both years for the subgroup growth to be calculated.

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Growth

Will all schools receive a 1999 to 2000 growth score?

Most schools that received a 1999 API will receive a 1999 to 2000 growth score and report. In order for a school to receive the growth score and report, it must have both a 1999 and 2000 API. A school that is in the Alternative Accountability System or opened or closed between the 1998–99 and 1999–00 school years would not receive a growth score. New schools starting in September 1999 that did not receive a 1999 API will be included in the 2000–2001 API reporting cycle and will receive a 2000 API base score.

Why would a school not receive a 2000 API Growth, even though it received a 1999 API Base?

There are several reasons:

- the school existed in the 1998–99 school year but closed for the 1999–2000 school year
- the school's number of students with valid Stanford 9 test scores decreased to fewer than 100
- the school's number of students with valid Stanford 9 test scores in any content area decreased to less than 65 percent
- a charter school, classified as traditional school for the 1999 API elected to participate in the Alternative Accountability System
- the student population of the school changed so substantially that calculating a reliable growth score is not possible

What would be considered a "substantial change" in the student population of a school such that growth could not be calculated?

Examples of the types of student population changes that could substantially impact a school's API could include, but are not limited to:

- the opening of a gifted and talented magnet program on a school site
- the opening of a special education center at a school site

- the addition of a large number of students participating in a free or reduced price lunch program at a school site
- the addition of a large number of English language learners at a school site

School districts have been asked to determine whether schools in their district should not receive a growth API due to programmatic or demographic changes between the 1998–1999 and 1999–2000 school years.

Will there be *district* APIs and 1999 to 2000 growth scores?

No, school districts will **not** receive APIs or 1999–2000 growth scores. APIs are calculated at the school level only.

How will schools' 1999 to 2000 growth scores be ranked in December?

In December 2000, schools will be provided a 1999 to 2000 API similar schools growth rank. For this ranking, schools' 1999–2000 growth will be sorted by school type: elementary, middle, and high schools. Within each category, a school's growth will be compared to its 1999 similar schools group. For this comparison, the growth scores of the 1999 similar schools are sorted from lowest to highest and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). The rank of the individual school is the decile where the school's growth score falls.

How are the school's growth targets and growth used?

Generally, if a school meets participation and growth awards criteria, it may be eligible to receive monetary or non-monetary awards through the Governor's Performance Award, Certificated Staff Performance Incentive Award, or School Site Employee Performance Bonus programs. If a school does not meet or exceed its growth targets, it may be identified for participation in the Immediate Intervention/Underperforming Schools Program (II/USP).

Information about the PSAA, the API, and growth can be found on the CDE website at http://www.cde.ca.gov/psaa/api.

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Awards

What awards are available for schools that have met their API targets?

The Governor has designated three awards programs for schools and/or school site employees during the 2000–2001 school year as part of the state's new accountability system:

- Governor's Performance Award (GPA) Program (Senate Bill 1X)

- School Site Employee Performance Bonus (Senate Bill 1667)

- Certificated Staff Performance Incentive Act (Assembly Bill 1114)

How much money has been allocated for the three API-based awards?

The state has allocated funding for the three awards as follows: GPA, $227 million; School Site Employee Bonus, $350 million; and Certificated Staff Incentive, $100 million. Funding for the GPA and Certificated Staff Incentive awards is ongoing. Funding for the School Site Employee Bonus is for one year only.

What are the participation criteria to qualify for any of the three awards?

To qualify for the three API-based awards:
- Elementary and middle schools must have a 95 percent participation rate on the 2000 Stanford 9 test
- High schools must have a 90 percent participation rate on the 2000 Stanford 9 test

What are the additional eligibility criteria for the GPA and School Site Employee Bonus awards?

To qualify for the GPA and School Site Employee Bonus awards:
- The 1999–2000 growth for a school must meet or exceed its 5% growth target.

- Schools that met the state's interim performance target of 800 on the 1999 API must make at least a one point gain in 2000
- The 1999–2000 growth for each numerically significant subgroup must meet or exceed 80 percent of the school's growth target in most cases. A full description of growth targets can be found in the *1999–2000 API Growth Report Explanatory Notes* on the CDE website at http://www.cde.ca.gov/psaa/api.

What are additional eligibility criteria for the Certificated Staff Incentive awards?

A school must have a 1999 API in the lower half of the statewide rankings (1–5) to be eligible for this award. In addition, to receive this award:
- The school's 1999–2000 API growth must meet or exceed two times the annual five percent growth target, which is a minimum of 10 percent of the distance between the school's 1999 API and 800.
- The 1999–2000 API growth for each numerically significant subgroup must meet or exceed 80 percent of this 10 percent growth target which is a minimum of 8 percent of the distance between the school's 1999 API and 800.
- A school must show growth between the 1998 and 1999 Stanford 9 scores.

What is meant by two times the annual growth target in the Certificated Staff Incentive criteria?

Two times the annual growth target for a school is ten percent of the distance between the school's API and the interim statewide performance target of 800. For example, a school with a 1999 API of 500 would have a 1999–2000 API growth target of 15 points. Two times the growth target would be 30, or ten percent of the distance between 500 and 800.

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Awards

Who will receive the money for these awards?

Under the GPA, schools could receive up to $150 per student for schoolwide use. Kindergarten through twelfth grade students will be counted.

Under the School Site Employee Bonus, half of the funds are to be distributed to school site employees (certificated and classified) on an FTE basis, who were assigned to the site during the year of testing. The other half of the funds will be given to the school for schoolwide use.

Under the Certificated Staff Incentive, all school certificated staff (all site positions requiring certificated staff such as teachers and principals) will receive money for this award. Teachers with emergency credentials are included in the awards funding.

The governing board of the school district shall negotiate individual teacher and other certificated staff salary award amounts with the exclusive representative of the bargaining unit.

If school staff members have resigned from the district, do they still qualify for the School Site Employee Bonus?

Even though staff members have resigned or retired from the district, they are eligible for award funding if they were assigned to and worked at the eligible site during the year of testing.

Are itinerant staff, hourly part-time certificated teachers, long term substitutes, and non re-elect staff eligible for Certificated Staff Incentive awards?

Yes. Any certificated staff who worked at the school during the year of testing is eligible for the award. The amount that the person receives will be determined through local negotiations between the School Board and the bargaining units of teachers and other certificated staff.

How will the Certificated Staff Incentive awards money be allocated?

Schools will be ranked from highest to lowest gains based on points over their API targets. Awards will be allocated successively until the $100 million allocated for this awards program is gone. Distribution will be as follows:
- 1,000 certificated staff in schools with the largest growth will receive $25,000 each.
- 3,750 certificated staff will receive $10,000 each.
- 7,500 certificated staff will receive $5,000 each.

How and when will the awards money be distributed?

CDE will post on the Internet the API growth data for schools in October 2000. Award eligibility for the Governor's Performance Award and the School Site Employee Performance Bonus will also be announced at this time. In December 2000, the Certificated Staff Performance Incentive Act school eligibility and application process will be sent to districts. The money for the awards will be distributed some time after January 2001.

Why does the Certificated Staff Incentive award have an application process and not the other two awards?

The Certificated Staff Incentive application is required by the legislation.

Will schools be excluded from receiving awards if they have a large number of parent waivers?

Schools with a high percentage of parent waivers on Stanford 9 testing will not be excluded from receiving a reward; however, the amount of funding for the GPA will be reduced in proportion to the number of parent waivers and other students not tested in grades 2 through 11.

How will schools decide on the use of GPA and School Site Employee Bonus funds?

The use of GPA and School Site Employee Bonus funds at the school will be determined by the existing site governance team/council. The use of the funds will be ratified by the local school board.

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Awards

Can the district keep any of the awards money?

No. Although the money goes to the district, it is the district's responsibility to ensure that all of the awards money reaches each of the eligible schools.

Will the three awards be in place next year?

Currently there is ongoing funding for the GPA and Certificated Staff Incentive awards. It is not known at this time if the funding level for these two awards will remain the same next year. The School Site Employee Bonus award is a one-time bonus based on 1999–2000 growth only.

Will schools be eligible for the current awards if they are part of the Alternative Accountability System?

No. Award funds for these schools need to be appropriated through additional legislation.

Are charter schools eligible for the awards?

Charter schools that meet the criteria for the awards are eligible for all three of the awards.

Are Similar School Ranks part of the awards criteria?

No. Criteria for eligibility is based on whether or not a school meets or exceeds its Academic Performance Index, and if all numerically significant ethnic and socioeconomically disadvantaged subgroups at the schools make at least 80 percent of the school's growth target.

Can a school receive all three awards?

Yes. A school could receive all three awards if it meets all of the eligibility criteria. This could include the Governor's Performance Award, the School Site Employee Performance Bonus and the Certificated Staff Performance Incentive Act. Only schools in 1999 API statewide decile ranks 1 to 5 are potentially eligible for the Certificated Staff Incentive award.

Will schools that are eligible for API-based awards be eligible for the California's Distinguished School Program?

Any school that is eligible for the API-based awards and placed in the top 5 deciles of 1999 API statewide ranking, will be eligible to apply for the California Distinguished Schools Program.

Information about the API awards programs can be found on the CDE website at http://www.cde.ca.gov/psaa/awards.

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Immediate Intervention/ Underperforming Schools Program (II/USP)

What are the criteria for identification and selection of II/USP schools for 2000?

For the 2000–2001 school year, schools will be identified as eligible to volunteer for II/USP if they meet all of the following criteria:

- The school is not already in II/USP.
- The school placed in the lower five deciles of the 1999 API statewide ranking.
- The school did not meet or exceed its five percent schoolwide target nor all of its numerically significant subgroup growth targets.

What happens to schools selected for II/USP in 1999 that do not meet their 1999 to 2000 API growth target?

Schools selected for II/USP in 1999 (planning year) that do not meet their 1999–2000 growth targets will continue in II/USP for the 2000–2001 school year. If these II/USP schools fail to meet their 2000–01 growth targets the first year of implementing their action plan, they will be subject to local interventions. Under local interventions, the district governing board must hold a public hearing to ensure that the school community is aware of the school's lack of progress. The governing board must then intervene in the school to help it meet its growth target. If these II/USP schools fail to meet their growth targets but show significant growth after two years of implementing their plan, they may continue in the II/USP program for another year. However, if these II/USP schools fail to meet their growth targets and do not show significant growth after two years of implementing their plan, they will be subject to state sanctions.

What happens to schools that are not in II/USP and do not meet their 1999–2000 growth target?

Schools that are not in II/USP and do not meet their 1999–2000 growth target may be eligible for II/USP beginning in the 2000–2001 school year.

Information about the II/USP can be found on the CDE website at http://www.cde.ca.gov/iiusp

1999–2000 ACADEMIC PERFORMANCE INDEX (API)

Questions and Answers About Alternative Accountability System

What types of schools are included the Alternative Accountability System?

Schools that have fewer than 100 students with valid Stanford 9 scores, along with special education schools and centers and alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations participate in the Alternative Accountability System. The State Board of Education in July 2000 approved the framework for the Alternative Accountability System.

What does the Alternative Accountability System framework include and when will it be implemented?

The Alternative Accountability System framework identifies three separate accountability models to be implemented over a three-year period:

- Small schools model (schools serving traditional student populations with fewer than 100 valid Stanford 9 scores)
- Special education schools and centers model
- Alternative schools accountability model (schools serving high-risk student populations)

What is the small schools model?

In the small schools model, an API with an asterisk will be provided to schools with 11 to 99 valid Stanford 9 scores. The asterisk is designed to acknowledge the greater statistical uncertainty of an API based on fewer than 100 scores. The API with asterisk will begin with the 2000–2001 API reporting cycle. Small schools with fewer than 11 valid scores will participate in the alternative schools accountability model.

What is the special education schools and centers model?

The special education schools and centers model encompasses the current Quality Assurance Process, the annual Individualized Education Program (IEP) review and three-year evaluation process, and developmental work. Recommendations for this model will be based on review of the new alternative assessment and key Performance Indicators which will go to the State Board in the fall of 2001.

What is the alternative schools accountability model?

The alternative schools accountability model includes alternative schools serving high-risk student populations, continuation schools, disciplinary alternative schools, non-special education residential schools or juvenile detention centers, and schools serving students with fewer than 11 valid Stanford 9 test scores. Under this model, schools will report achievement of goals on STAR and on each of several indicators approved by the State Board in January 2001. This model will be implemented starting with the 2001–02 school year.

Can schools in the Alternative Accountability System opt to participate in the main accountability system?

Beginning with the 2000–2001 reporting cycle, schools that are identified as "alternative" for the purposes of the Alternative Accountability System will have the option of participating in the main accountability system if they have 100 or more valid Stanford 9 scores. They can opt to participate in the small schools model if they have 11 to 99 valid scores.

Can a school identified as "alternative" for the purposes of the Alternative Accountability System opt to participate in the main accountability system for one year and then return to the Alternative Accountability System the next year?

No. Schools that have opted for the main accountability system must stay with that system for three years.

How does a kindergarten only or K–1 school fit in the accountability system?

A kindergarten only or K–1 school is included in the Alternative Accountability System.

Information about the Alternative Accountability System can be found on the CDE website at http://www.cde.ca.gov/psaa/api or by contacting the Educational Options Office at (916) 322-5012.

SAMPLE LETTER TO STAFF

Superintendent's Letter to School Employees

> The contents of this letter is intended to inform all school employees (certificated and non-certificated) about the progress their schools have made based on the 1999–2000 API growth reports. The letter can be modified to target individual schools.

To: The staff at _____ School
From: Superintendent _____

Option 1

Congratulations! Your school met (exceeded) its 1999–2000 Academic Performance Index (API) growth targets for the school as a whole and for each student subgroup and met student participation criteria. Because of this tremendous accomplishment, your school is eligible to receive awards through programs based on API growth: the Governor's Performance Award (GPA) and the School Site Employee Performance Bonus. Your school may additionally qualify for a third API award program: the Certificated Staff Performance Incentive Act.

Option 2

Your school met (exceeded) your 1999–2000 Academic Performance Index (API) schoolwide growth target but did not meet student subgroup growth targets and/or student participation requirements for the Stanford 9. Although your school did not meet all of its growth targets, I wish to acknowledge the efforts of your parents, students, and every member of your staff to increase the academic achievement of all students.

Option 3

This month, your school received its 1999–2000 Academic Performance Index (API) growth report, along with every school in the district. Although your school did not meet its growth targets, we wish to acknowledge the efforts of your parents, students, and every member of your staff to increase the academic achievement of all students. We must strive to meet our growth targets for next year.

The API Index measures the academic performance of every public school throughout the state and sets targets for annual improvement, based on scores from the Stanford 9. The API is the cornerstone of California's new Public Schools Accountability Act (PSAA), signed into law in spring 1999. Individual students do not receive an API, but their scores are combined to produce an API at the school level.

In January 2000, your school received its first 1999 API report based on spring 1999 testing. In October, you received your 1999–2000 API growth report. The API growth reports included:
- the 1999 API base score
- the school's 2000 API growth score
- the 1999–2000 growth target
- actual growth
- whether growth targets were met
- the school's eligibility for awards programs

An API and growth report for all significant subgroups at your schools also were included.

Option 1 | The California Department of Education will be sending further details about the awards within the next few weeks.

Option 2 & 3 | This forthcoming school year gives you the opportunity to meet growth targets and/or participation criteria for 2000–2001. Your school may become eligible for monetary awards through the Governor's Performance Award (GPA) and/or the Certificated Staff Performance Incentive Act in 2001.

Information about the PSAA, API results and the awards program can be found on the Internet at http://www.cde.ca.gov/psaa.

The District Board of Education and I wish to commend your entire staff for working so hard to improve your school's academic performance. (If you are planning a districtwide recognition event, you may want to insert information about it here.) We appreciate your ongoing support as we work together to provide the very best possible educational program for all of our children.

INFORMATION FOR PARENTS

Sample School/Home Newsletter Insert

Sample Letter to Parents

Sample Parent Brochures

— Reporting the Academic Performance Index Growth and Awards

— Information Guide—Governor's Performance Award Program and School Site Employee Performance Bonus

— Information Guide—Certificated Staff Performance Incentive Act

SAMPLE SCHOOL/HOME NEWSLETTER INSERT

The content of this newsletter insert is written for schools that meet all eligibility requirements for awards through the API-based awards programs. Principals of schools not meeting all of the requirements can refer to various content options shown for the Sample Principal's Letter to Parents to see what might be written.

_____School has met (exceeded) its 1999–2000 API growth targets for the school as a whole and for each student subgroup and met student participation criteria. This means that the school is eligible for awards through: the Governor's Performance Award Program (GPA), and School Site Employee Bonus. The school may additionally be eligible for a third API award program: the Certificated Staff Performance Incentive Act.

The API Index measures the academic performance of each public school throughout the state and sets targets for annual improvement based on scores from the Stanford 9. The API is the cornerstone of California's new Public Schools Accountability Act (PSAA), signed into law in spring 1999. Individual students do not receive an API, but their scores are combined to produce an API at the school level.

In January 2000, our school received its first 1999 API report based on spring 1999 testing. In October, the school received its 1999–2000 API growth report. The API growth reports included:

- the 1999 API base score
- the school's 2000 API growth score
- the 1999–2000 growth target
- actual growth
- whether growth targets were met
- the school's eligibility for awards programs

An API and growth results for all significant subgroups at the school also were included.

A parent information meeting has been scheduled for _____(date) from _____ to _____ to look at the school's 1999–2000 API growth results and respond to questions about this important accountability program. Ways the parents can become actively involved in ongoing efforts to improve the academic achievement of all students will be discussed at that time.

Information about the PSAA, API results and the awards program can be found at http://www.cde.ca.gov/psaa on the Internet. The California Department of Education will be sending further details about the API-based awards within the next few weeks. That information will be shared with parents in the next newsletter.

SAMPLE LETTER TO PARENTS

Sample Principal's Letter to Parents

This letter is intended for the use with one or more of the sample parent brochures. Principals may want to use the Update on the PSAA or selected Questions and Answers about API Growth and Awards at parent information meetings.

Dear Parents or Guardians:

Option 1

I am pleased to announce that our school has met its 1999–2000 Academic Performance Index (API) growth targets for the school as a whole and for each student subgroup and met student participation criteria. Because of this tremendous accomplishment, our school is eligible to receive awards through programs, based on API growth: the Governor's Performance Award (GPA) and the School Site Employee Performance Bonus. Our school may additionally qualify for a third API award program: the Certificated Staff Performance Incentive Act.

Option 2

This month, our school received its 1999–2000 Academic Performance Index (API) growth report. Results show that our school met (exceeded) its schoolwide growth target but did not meet student subgroup growth targets and/or student participation requirements for the Stanford 9 test. Although our school did not meet all of its targets, I'm proud of the efforts our parents, students, and staff have made to increase the academic achievement of all students.

Option 3

This month, our school received its 1999–2000 Academic Performance Index (API) growth report, along with every school in the district. Although our school did not meet its 1999–2000 growth targets, I am proud of the efforts our parents, students, and staff have made to increase the academic achievement of all students. We must strive to meet our growth targets for next year.

The API is the cornerstone of California's new Public Schools Accountability Act (PSAA), signed into law in spring 1999. The API measures the academic performance of each public school throughout the state, sets targets for annual improvement and determines if growth targets have been met. Results of the Stanford 9 test were used to calculate the API for 1999 and 2000. Individual students do not receive an API, but their scores are combined to produce an API at the school level.

In January 2000, our school received its first 1999 API report based on spring 1999 testing. This October, we received our 1999–2000 API growth report. The API growth reports included:

- the 1999 API base score
- the school's 2000 API growth score
- the 1999–2000 growth target

- actual growth
- whether growth targets were met
- the school's eligibility for awards programs

We also received API and growth reports for all numerically significant subgroups of students at our school.

Option 2 & 3

This forthcoming school year gives us the opportunity to meet growth targets and/or participation criteria for 2000–2001. If we are successful, our school may become eligible for monetary awards next year through the Governor's Performance Award (GPA) and/or the Certificated Staff Performance Incentive Act.

The attached brochure(s) provides more detail about the PSAA, the 1999–2000 API growth results and the three API-based awards programs. We will be scheduling a parent information meeting on _____(date) from _____ to _____ to look at our school's 2000 API results and respond to your questions about this important program. We also will discuss how you can become actively involved in continuing efforts to improve our school's academic performance.

Option 1

The California Department of Education will be sending further details about the awards within the next few weeks. We will share that information with you as soon as it arrives.

Information about the PSAA, API results and the awards program can be found at http://www.cde.ca.gov/psaa on the Internet.

Thank you for your continuing support as we work together to help all of our students learn.

California schools focus on academic growth for all students

In October 2000, California public schools received their 1999–2000 academic growth reports. These reports complete the first reporting cycle for the state's new school accountability system authorized by the Public Schools Accountability Act of 1999 (PSAA).

The central focus of the PSAA is growth. It is based on an Academic Performance Index (API). This index measures each school's academic performance, sets growth targets for improvement, and determines if the targets are met. Schools that reach their target will be eligible for awards. Schools that do not meet their targets will be eligible for interventions or subject to sanctions.

Reporting the
Academic
Performance
Index
Growth and Awards

1999–2000

September 2000

Prepared by the
Policy and Evaluation Division
California Department of Education

What is the API?

The API is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state set 800 as the interim API score that schools should strive to meet. Schools that fall short of 800 are required to meet annual growth targets until their goal is achieved. Schools that already meet or exceed the 800 API should continue working to improve the academic performance of all students.

What was used to calculate the API for 1999 and 2000?

Results of the Stanford 9 test, given each spring as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate a school's API for 1999 and 2000.

Additional information about a school's academic performance will be used for the API in future years. That achievement data may include results of other tests that are aligned to state standards, primary language tests, and attendance and graduation rates.

What does the 1999–2000 growth report include?

This report includes each school's 1999 and 2000 API scores, the 1999–2000 growth target and actual growth, how the school's growth compared with similar schools, whether the target was met, and the school's eligibility for awards. The report also includes the same type of information for subgroups of students at the school.

Do districts receive APIs and growth scores?

No. Only schools receive API and growth reports. The focus of the Accountability System is to improve student academic achievement at every school.

What happens to schools that meet their growth targets?

Schools that meet or exceed their growth targets may be eligible to receive monetary or other types of awards through three programs: the Governor's Performance Award, the Certificated Staff Performance Incentive Award, or the School Site Employee Performance Bonus. To be eligible for these awards, schools also must show that they met student participation rate requirements for the Stanford 9. A total of $677 million has been allocated for these programs. Based on the 1999–2000 API reporting cycle.

API Reporting Cycle 1999–2000

January 2000	**Base Year Report** – includes 1999 API, based on 1999 Stanford 9 test results for schools
October 2000	**Growth Report** – reports API growth, based on difference between 1999 and 2000 Stanford 9 results for schools

What happens to schools that do not meet their growth targets?

Schools that do not meet their growth targets may be eligible to receive special assistance through the Immediate Interventions/Underperforming Schools Program (II/USP). If schools continue not to meet their growth targets, they may be subject to local or state sanctions.

Does the API affect my student's progress in school?

No. The API is part of a state accountability system for schools, not individual students. As students increase their achievement on the Stanford 9 test, however, the school's score on the API will improve.

Where can parents go for more information?

Parents should direct their questions about the PSAA or the 1999–2000 API growth reports to the principal or other school administrators. Further information can be found at http://www.cde.ca.gov/psaa on the Internet.

Public Schools Accountability Act

Will the three awards be in place next year?

Currently there is ongoing funding for the GPA and Certificated Staff Incentive awards. The School Site Employee Bonus award is a one-time bonus based on the 2000 API only.

What happens if a school has a very mobile student population?

Students must have been enrolled in the district prior to the year of testing for their Stanford 9 scores to be included in the school's API. This includes English Learners.

Will schools be eligible for the current awards if they are part of the Alternative Accountability System?

No. Award funds for these schools need to be appropriated through additional legislation.

Are the scores of special education students calculated into the API?

The scores are included unless the student received a non-standard accommodation for the Stanford 9, and/or was not enrolled in the district prior to the year of testing.

What is the API and how is it calculated?

The API measures performance and progress of a school. Results of the Stanford 9 test, given each spring as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate a school's 1999 baseline and growth for 2000.

Additional indicators about a school's academic performance will be used for the API in future years. These achievement data may include results of other tests that are aligned to state standards and attendance and graduation rates.

Information about the Public Schools Accountability Act (PSAA), the API, and the API-based awards programs can be found at:

http://www.cde.ca.gov/psaa/awards

Information Guide...

Governor's Performance Award Program

School Site Employee Performance Bonus

September 2000

Prepared by the

Policy and Evaluation Division
California Department of Education

What awards are available for schools through the state's new school accountability system?

The Governor has designated three awards to be given to schools and/or to school site employees as part of the state's new accountability system:

- Governor's Performance Award (GPA) Program (Senate Bill 1X)
- School Site Employee Performance Bonus (Senate Bill 1667)
- Certificated Staff Performance Incentive Award (Assembly Bill 1114)*

What are the criteria to qualify for these awards?

For a school to qualify for the GPA and the School Site Employee Bonus:

- A school's Academic Performance Index (API) must show at least 5 percent growth
- The API for all numerically significant subgroups of students at the school must make at least 80 percent of the school's growth target
- Elementary and middle schools must have at least a 95 percent participation rate on the Stanford 9 test
- High schools must have at least a 90 percent participation rate on the Stanford 9 test
- Schools that met the state's performance target of 800 on the 1999 API must make at least a one point gain in 2000

No application process is necessary for eligible schools to receive the funds.

Certificated Staff Incentive Award is explained in a companion brochure

How much money could schools receive?

Schools meeting the criteria for the GPA could receive up to $150 per student. Kindergarten through twelfth grade students will be counted.

Schools receiving the GPA also will receive the School Site Employee Bonus award. The School Site Employee Bonus funds will be split equally between school site expenditures and school site staff.

When will schools know if they have won an award?

In October 2000, California Department of Education will post on its website those schools meeting the criteria for the GPA and School Site Employee Bonus awards.

When will the awards be distributed?

It is anticipated that the award money will be distributed after January 2001.

Who will receive the money?

Under the GPA, schools will receive the funds for schoolwide use.

Under the School Site Employee Bonus, all staff at the school site will receive 50 percent of the money. The other 50 percent of the money will be awarded to the school for schoolwide use.

Will schools be excluded from receiving awards if they have a large number of parent waivers?

Schools with a high percentage of parent waivers on Stanford 9 testing will not be excluded from receiving an award; however, the amount of funding for the GPA will be reduced in proportion to the number of parent waivers and the number of other students not tested in grades 2 through 11.

How will schools decide on the use of the funds?

The use of GPA and School Site Employee Bonus funds at the school will be determined by the existing site governance team/council. The use of the funds will be ratified by the local school board.

School Site Employee Bonus awards for individual site staff is to be used by each recipient.

Can a school win more than one award?

Yes. Qualifying schools will receive a minimum of two awards, the GPA and the School Site Employee Bonus. Some schools meeting the conditions of the Certified Staff Performance Incentive Award will also receive additional dollars for certificated staff.

Will this award be available next year?

Yes. Funding for this award will be available next year. There is ongoing funding for this award.

Will schools be eligible for the current awards if they are part of the Alternative Accountability System?

No. Award funds for these schools need to be appropriated through additional legislation.

What happens if a school has a very mobile student population?

Students must have been enrolled in the district prior to the year of testing for their Stanford 9 scores to be included in the school's API for 1999 and 2000. This includes English learners.

Are the scores of special education students calculated into the API?

The scores are included unless the students received a non-standard accommodation for the Stanford 9 or were not enrolled in the district prior to the year of testing.

What is the API and how is it calculated?

The API measures performance and progress of a school. Results of the Stanford 9 test, given each spring as part of the state's Standardized Testing and Reporting (STAR) program, were used to calculate a school's 1999 baseline and growth for 2000.

Additional indicators about a school's academic performance will be used for the API in future years. These achievement data may include results of other tests that are aligned to state standards and attendance and graduation rates.

Information about the Public Schools Accountability Act (PSAA), the API, and the API-based awards programs can be found at:

http://www.cde.ca.gov/psaa/awards

Information Guide...

Certificated Staff Performance Incentive Act

Public Schools Accountability Act

September 2000

Prepared by the

Policy and Evaluation Division
California Department of Education

How do schools qualify for the Certificated Staff Performance Incentive Award (Assembly Bill 1114)?

Schools with a 1999 Academic Performance Index (API) in the lower half of the statewide rankings (deciles 1–5) are eligible for this award.

Criteria for receiving the award are:

- The 2000 API for growth must show at least two times the annual growth target, which is a minimum of 10 percent growth from the 1999 API

- The APIs of all numerically significant subgroups of students in the school must make at least 80 percent of the school's 10 percent growth target

- A school must show growth between the 1998 and 1999 Stanford 9 scores

- Elementary and middle schools must have at least a 95 percent participation rate on the Stanford 9

- High schools must have at least a 90 percent participation rate on the Stanford 9

Who is eligible to receive the money?

All school certificated staff (all site positions requiring certificated staff such as teachers and principals) will receive money for this award. Teachers with emergency credentials are included in the awards funding.

The governing board of the school district shall negotiate individual teacher and other certificated staff salary award amounts with the exclusive representative of the bargaining unit.

How will the awards money be allocated?

Schools that meet the criteria will be ranked from highest to lowest gains based on points over their API targets. Awards will be allocated successively until the $100 million allocated for this awards program is gone. Distribution will be as follows:

- 1,000 certificated staff in schools with the largest growth will receive $25,000 each.

- 3,750 certificated staff will receive $10,000 each.

- 7,500 certificated staff will receive $5,000 each.

How will districts know if any of their schools are eligible for this award?

In December, districts will receive a letter informing them of their eligibility and an application for eligible schools.

When will the award money be distributed?

The award money will be distributed after January 2001.

Do schools have to apply for this award?

State law requires that districts apply for the Assembly Bill 1114 awards on behalf of their eligible schools.

Will all schools that are eligible receive this award?

No. Once the money has been distributed to the 12,250 certificated staff in the identified schools, the award funding will be gone.

Are there other award programs for schools meeting their API targets?

Yes. The Governor has designated two other awards to be given to schools and to school site individuals, based on API growth—the Governor's Performance Award (GPA) Program (Senate Bill 1X) and the School Site Employee Performance Bonus (Senate Bill 1667).

Can a school win more than one award?

Yes. Schools meeting conditions for this award will automatically receive the GPA and the School Site Employee Bonus awards.

CALCULATING 1999 TO 2000 GROWTH IN THE API

Graphic Displays
School Worksheets

CALCULATING THE ACADEMIC PERFORMANCE INDEX

Calculating 1999 to 2000 Schoolwide Growth in the API

A school's growth in the API is the amount of actual gain or loss a school makes in its API score in a year. The 1999-2000 growth for a school is determined by subtracting its 1999 API (Base) from its 2000 API (Growth). If a school does not have a 1999 API Base, it will not receive a growth score.

- **Step 1:** To calculate the schoolwide growth for a school, subtract the 1999 API (Base) from the 2000 API (Growth). In this example, the school's growth is 573 minus 555 = 18.

- **Step 2:** To obtain the growth target for a school below an API of 800, subtract the 1999 API (Base) from 800 and multiply the result by 5%. In this example, 800 minus 555 is 245, and 245 times 5% = 12.

- **Step 3:** If the school's growth is equal to or greater than its schoolwide growth target, it has met or exceeded its growth target. In this example, the school met its growth target because its growth exceeded its target by 6 points.

School Scores				
A	**B**	**C**	**D**	**E**
School's 2000 API (Growth)	School's 1999 API (Base)	1999-2000 Growth (A - B)	Growth Target: 5% of Distance to Statewide Target ((800-B) x 5%)	Met Growth Target?
573	555	18	12	Yes

Note: For any school with a 1999 API below 800, the minimum growth target is at least 1 point. Any school with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its growth target or must make growth of at least 1 point to be eligible for awards.

Determining Comparable Improvement for 1999 to 2000

Subgroup Growth and Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils and at least 15% of a school's tested enrollment or (2) at least 100 pupils (even if less than 15%). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma or one who participates in the free or reduced price lunch program. In most cases, the subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school were numerically significant for both the 1999 and 2000 Stanford 9 tests. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population were numerically significant subgroups within the school for both 1999 and 2000.

School Populations	Valid 1999 Stanford 9 Pupil Test Scores	Percent of total	Valid 2000 Stanford 9 Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 1999 and 2000?
Schoolwide	310	100%	326	100%	n/a
Subgroups					
• African American not Hispanic	47	15%	53	16%	yes
• American Indian or Alaska Native	0	0%	0	0%	no
• Asian	16	5%	19	6%	no
• Filipino	3	1%	10	3%	no
• Hispanic or Latino	126	41%	179	55%	yes
• Pacific Islander	0	0%	0	0%	no
• White not Hispanic	60	19%	62	19%	yes
• Socioeconomically disadvantaged	190	61%	245	75%	yes

Note: A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

- **Step 2:** Determine the 2000 API Growth for each subgroup that had a 1999 sub-group API. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the 2000 subgroup API Growth for African American is 540, for Hispanic is 530, for White is 603, and for Socioeconomically disadvantaged is 547.

- **Step 3:** To calculate the growth for a subgroup, subtract the 1999 Subgroup API (Base) from the 2000 Subgroup API (Growth). In this example, the African American subgroup's growth was 540 minus 520 = 20.

- **Step 4:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example the schoolwide target is 12; therefore, 80% x 12 = 10.

- **Step 5:** If the subgroup's growth is equal to or greater than its growth target, it has met or exceeded its growth target. In this example the African American sub-group's growth of 20 is greater than its target of 10 and therefore has exceeded its target by 10 points.

School and Subgroup Scores						
A	B	C	D	E	F	G
2000 API (Growth)	1999 API (Base)	1999-2000 Growth	Schoolwide Target: 5% Distance to Statewide Target ((800 - B) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (D x 80%)	Met Subgroup Growth Target?	Met Comparable Improvement Target?
Schoolwide						
573	555	18	12			
Numerically Significant Subgroups						
• African American not Hispanic						
540	520	**20**		10	**yes**	
• Hispanic or Latino						
539	523	**16**		10	**yes**	**yes**
• White not Hispanic						
603	586	**17**		10	**yes**	
• Socioeconomically disadvantaged						
547	528	**19**		10	**yes**	

Note: All subgroups must meet their respective subgroup targets in order for the school to meet its Comparable Improvement target. A subgroup in a school with a 1999 API between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 1999 API of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 1999 API of 800 or more, any numerically significant subgroup with a 1999 API of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

CALCULATING THE ACADEMIC PERFORMANCE INDEX — SCHOOL WORKSHEETS

Calculating 1999 to 2000 Schoolwide Growth in the API

School Scores				
A	**B**	**C**	**D**	**E**
School's 2000 API (Growth)	School's 1999 API (Base)	1999-2000 Growth (A - B)	Growth Target: 5% of Distance to Statewide Target ((800-B) x 5%)	Met Growth Target?

Determining Comparable Improvement for 1999 to 2000

School Populations	Valid 1999 Stanford 9 Pupil Test Scores	Percent of total	Valid 2000 Stanford 9 Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 1999 and 2000?
Schoolwide		100%		100%	n/a
Subgroups					
• African American not Hispanic		%		%	
• American Indian or Alaska Native		%		%	
• Asian		%		%	
• Filipino		%		%	
• Hispanic or Latino		%		%	
• Pacific Islander		%		%	
• White not Hispanic		%		%	
• Socioeconomically disadvantaged		%		%	

Determining Comparable Improvement for 1999 to 2000 (continued)

	School and Subgroup Scores						
	A	**B**	**C**	**D**	**E**	**F**	**G**
	2000 API (Growth)	1999 API (Base)	1999-2000 Growth	Schoolwide Target: 5% Distance to Statewide Target ((800 - B) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (D x 80%)	Met Subgroup Growth Target?	Met Comparable Improvement Target?
Schoolwide							
Numerically Significant Subgroups							
• African American not Hispanic							
• American Indian or Alaska Native							
• Asian							
• Filipino							
• Hispanic or Latino							
• Pacific Islander							
• White not Hispanic							
• Socioeconomically disadvantaged							

CALCULATING A SCHOOL'S PARTICIPATION RATE AND FUNDING FOR THE GOVERNOR'S PERFORMANCE AWARDS

HOW TO CALCULATE A SCHOOL'S PARTICIPATION RATE AND FUNDING FOR THE GOVERNOR'S PERFORMANCE AWARD

To be eligible for **any** of the award programs, there must be a **minimum** participation rate of 95% on the Stanford-9 in elementary and middle schools and 90% in high schools, moving to a goal of 95% over time. To find out if a school is eligible for an award, the participation rate must be calculated.

Step 1: Calculating the Participation Rate

Enter your total number of students (grades 2–11), enrolled first day of testing on line **A**. In Example # 1, 300 students were enrolled. Enter the total number of students in grades 2–11 that were actually tested, on line **B**. In Example #1, 280 students were actually tested.

The next step is to subtract the Individualized Education Program (IEP) exemptions and parent waivers from your total enrollment the first day of testing. Enter your school's total IEP exemptions on Line **C**. Enter your school's total parent waivers on Line **D**. Example #1 subtracts five IEP exemptions and seven parent waivers from 300.

To determine your school's percent participation rate take the number in Line **B** (total students tested on Stanford 9) and divide by the result of Line **A** (total enrollment grades 2–11, first day of testing) minus line **C** (IEP exemptions) minus line **D** (parent waivers). In Example #1, 280 divided by 288, (300-5-7) equals 97%. The percent participation is rounded down to the nearest whole percent.

Line **E** of Example #1, illustrates this particular school would be eligible for awards after subtracting out the IEP exemptions and parent waivers because the school shows a 97% participation rate. In Example #2, a high school would be eligible, but an elementary and middle school would not because the rate is 93%. The school in Example #3 would not be eligible because the rate is too low.

		Example #1	Example #2	Example #3	Your School
A	Total enrollment first day of testing (grades 2-11)	300	300	300	
B	Total students tested on STAR (grades 2-11)	280	270	258	
C	Total IEP exemptions	5	5	5	
D	Total parent waivers	7	6	6	
E	Percent participation: *B divided by (A less C less D)*	97%	93% Elementary and Middle Schools Not Eligible	89% All Schools Not Eligible	

Example #1: 280 ÷ (300 – 5 – 7) = 280 ÷ 288 = .97

Step 2: Percent Participation for Funding

Schools with a high number of parent waivers will not be excluded from the award programs. However, the amount of the funding that goes to the school will be reduced.

To make the percentage calculation, return to Step #1. Take Line **B** (the total number students in tested on Stanford 9 grades 2–11) divided by Line **A** (the total enrollment first day of testing), minus Line **C** (IEP exemptions). This time, **do not** subtract out the parent waivers.

Line **F** (Percent participation for funding) in Example #1, is 280 divided by 300 enrolled students minus 5 IEP exemptions. 280 divided by 295 equals 95%.

In Example # 1, 95% is the percent for funding at that particular school.

		Example #1	Example #2	Example #3	Your School
F	Percent participation for funding: *B divided by (A less C)*	95%	91%	Not Eligible	

Example #1: 280 ÷ (300 – 5) = 280 ÷ 295 = .95

Step 3: Adjusted Student Enrollment for Funding

To determine the adjusted student enrollment for funding, multiply Line **F** (the percentage participation for funding), by Line **G** (CBEDS enrollment grades K–1 & 12 plus the total enrollment first day of testing for students in grades 2–11). Line **H** is your adjusted student enrollment for funding.

In Example #1, 95% multiplied by 400 students is 380.

		Example #1	Example #2	Example #3	Your School
G	CBEDS enrollment (grades K-1 & 12) <u>plus</u> total enrollment first day of testing (grades 2-11)	400	400	Not Eligible	
H	Adjusted student enrollment for funding: *F multiplied by G*	380	364	Not Eligible	

Example #1: .95 x 400 = 380

Step 4: Total Amount of Cash Award

To determine the amount of the award funded to the school, multiply Line **H** (the adjusted student enrollment) by $150. In Example #1, Line **H** (the adjusted student enrollment) 380, multiplied by $150, equals $57,000. Line **I** is the cash award amount. The school in Example #1 would be awarded $57,000.

		Example #1	Example #2	Example #3	Your School
I	Amount of GPA cash award: *H multiplied by $150*	$57,000	$54,600	Not Eligible	

Example #1: 380 x $150 = $57,000

SAMPLE SCHOOL REPORTS FOR 1999 TO 2000 GROWTH

Summary Reports
    List of Schools—District Level
    School Report
        —Elementary School Example
        —High School Example

Detailed Reports
    List of Schools—District Level
    Summary Report for Grades 2–8
    Summary Report for Grades 9–11

Sample Summary School Reports for 1999 to 2000 Growth

• List of Schools—District Level

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California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

October 4, 2000

District: **Polaris Unified**
County: Orion
CD Code: 98-98765

> 1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.
> Click on the school name for a School Report or the Similar Schools List. (available in December 2000)

Footnotes: Click here.	STAR 2000 Percent Tested[1]	2000 API (Growth)[2]	1999 API (Base)[2]	1999-2000 Growth Target[3]	1999-2000 Growth[4]	1999-2000 Similar Schools Growth Rank[5]	Met Growth Target[6] School-wide	Comparable Improvement (CI)	Both Schoolwide and CI	Awards Eligible[7]
Elementary Schools										
Big Dipper Elementary	96	573	555	12	18		Yes	Yes	Yes	Yes
Cassopeia Elementary	97	658	659	7	-1		No	No	No	No
Celestial Elementary	95	601	588	11	13		Yes	No	No	No
Sunrise Elementary	92	653	638	8	15		Yes	Yes	Yes	No
Jupiter Elementary	100	828	823	*	5		Yes	Yes	Yes	Yes
Middle Schools										
Mercury Middle	98	593	572	11	21		Yes	Yes	Yes	Yes
Milky Way Middle	93	639	645	8	-6		No	No	No	No
High Schools										
North Star High	94	586	578	11	8		No	No	No	No
Starlight High	86	589	564	12	25		Yes	Yes	Yes	No

"N/A" means a number is not applicable or not available due to missing data.

"*" means the school scored at or above 800 in 1999.

Missing schools - some schools in the district may not appear on this list because APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores in 1999), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is being developed for these schools.
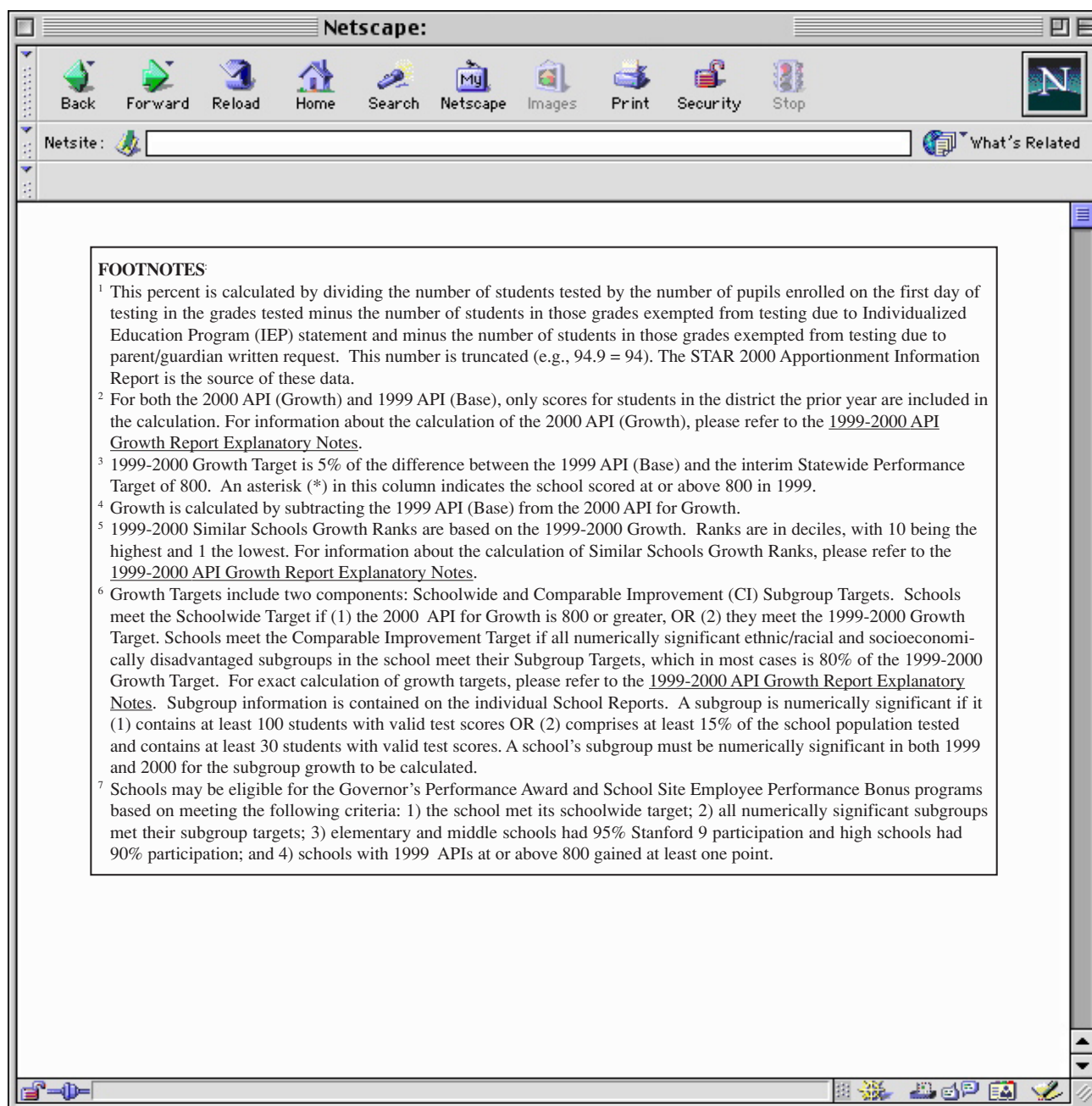
Data file: Click here to download a data file containing the information displayed above.

> This example shows the List of Schools for a district. A List of Schools for each county is also available in a similar format.

Note: 1999–2000 Similar Schools Growth Rank and Similar Schools List will be available in December 2000.

Sample Summary School Reports for 1999 to 2000 Growth

• List of Schools—District Level (continued)

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FOOTNOTES:

[1] This percent is calculated by dividing the number of students tested by the number of pupils enrolled on the first day of testing in the grades tested minus the number of students in those grades exempted from testing due to Individualized Education Program (IEP) statement and minus the number of students in those grades exempted from testing due to parent/guardian written request. This number is truncated (e.g., 94.9 = 94). The STAR 2000 Apportionment Information Report is the source of these data.

[2] For both the 2000 API (Growth) and 1999 API (Base), only scores for students in the district the prior year are included in the calculation. For information about the calculation of the 2000 API (Growth), please refer to the 1999-2000 API Growth Report Explanatory Notes.

[3] 1999-2000 Growth Target is 5% of the difference between the 1999 API (Base) and the interim Statewide Performance Target of 800. An asterisk (*) in this column indicates the school scored at or above 800 in 1999.

[4] Growth is calculated by subtracting the 1999 API (Base) from the 2000 API for Growth.

[5] 1999-2000 Similar Schools Growth Ranks are based on the 1999-2000 Growth. Ranks are in deciles, with 10 being the highest and 1 the lowest. For information about the calculation of Similar Schools Growth Ranks, please refer to the 1999-2000 API Growth Report Explanatory Notes.

[6] Growth Targets include two components: Schoolwide and Comparable Improvement (CI) Subgroup Targets. Schools meet the Schoolwide Target if (1) the 2000 API for Growth is 800 or greater, OR (2) they meet the 1999-2000 Growth Target. Schools meet the Comparable Improvement Target if all numerically significant ethnic/racial and socioeconomically disadvantaged subgroups in the school meet their Subgroup Targets, which in most cases is 80% of the 1999-2000 Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes. Subgroup information is contained on the individual School Reports. A subgroup is numerically significant if it (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[7] Schools may be eligible for the Governor's Performance Award and School Site Employee Performance Bonus programs based on meeting the following criteria: 1) the school met its schoolwide target; 2) all numerically significant subgroups met their subgroup targets; 3) elementary and middle schools had 95% Stanford 9 participation and high schools had 90% participation; and 4) schools with 1999 APIs at or above 800 gained at least one point.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—Elementary School Example

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California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report
School Report
October 4, 2000

School: **Big Dipper Elementary**
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

List of Similar Schools (available in December 2000)
District List of Schools

School Type: Elementary

STAR 2000 Percent Tested[1]	2000 API (Growth)[2]	1999 API (Base)[2]	1999-2000 Growth Target[3]	1999-2000 Growth[4]	1999-2000 Similar Schools Growth Rank[5]	Met Growth Target[6]			Awards Eligible[7]
						School-wide	Comparable Improvement (CI)	Both Schoolwide and CI	
96	573	555	12	18		Yes	Yes	Yes	Yes

"N/A" means a number is not applicable or not available due to missing data.
"*" means the school scored at or above 800 in 1999.
1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.

[1] This percent is calculated by dividing the number of students tested by the number of pupils enrolled on the first day of testing in the grades tested minus the number of students in those grades exempted from testing due to Individualized Education Program (IEP) statement and minus the number of students in those grades exempted from testing due to parent/guardian written request. This number is truncated (e.g., 94.9 = 94). The STAR 2000 Apportionment Information Report is the source of these data.

[2] For both the 2000 API (Growth) and 1999 API (Base), only scores for students in the district the prior year are included in the calculation. For information about the calculation of the 2000 API (Growth), please refer to the 1999-2000 API Growth Report Explanatory Notes.

[3] 1999-2000 Growth Target is 5% of the difference between the 1999 API (Base) and the interim Statewide Performance Target of 800. An asterisk (*) in this column indicates the school scored at or above 800 in 1999.

[4] Growth is calculated by subtracting the 1999 API (Base) from the 2000 API for Growth.

[5] 1999-2000 Similar Schools Growth Ranks are based on 1999-2000 Growth. Ranks are in deciles, with 10 being the highest and 1 the lowest. For information about the calculation of Similar Schools Growth Ranks, please refer to the 1999-2000 API Growth Report Explanatory Notes.

[6] Growth Targets include two components: Schoolwide and Comparable Improvement (CI) Subgroup Targets. Schools meet the Schoolwide Target if: (1) the 2000 API for Growth is 800 or greater, OR (2) they meet the 1999-2000 Growth Target. Schools meet the Comparable Improvement Target if all numerically significant ethnic/racial and socioeconomically disadvantaged subgroups in the school meet their Subgroup Targets, which in most cases is 80% of the 1999-2000 Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes. Subgroup information is contained on the individual School Reports. A subgroup is numerically significant if it (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[7] Schools may be eligible for the Governor's Performance Award and School Site Employee Performance Bonus programs based on meeting the following criteria: 1) the school met its schoolwide target; 2) all numerically significant subgroups met their subgroup targets; 3) elementary and middle schools had 95% Stanford 9 participation and high schools had 90% participation; and 4) schools with 1999 APIs at or above 800 gained at least one point.

Note: 1999–2000 Similar Schools Growth Rank and List of Similar Schools will be available in December 2000.

Sample Summary School Reports for 1999 to 2000 Growth
• School Report—Elementary School Example (continued)

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Subgroups

Ethnic/Racial	Number of Pupils Included in 2000 API	Numerically Significant[1] for 2000	2000 Subgroup API for Growth[2]	1999 Subgroup API (Base)[2]	1999-2000 Subgroup Growth Target[2]	1999-2000 Subgroup Growth	Met Subgroup Growth Target[3]
African American not Hispanic	53	Yes	540	520	10	20	Yes
American Indian or Alaska Native	0	No					
Asian	19	No					
Filipino	10	No					
Hispanic or Latino	179	Yes	539	523	10	16	Yes
Pacific Islander	0	No					
White not Hispanic	62	Yes	603	586	10	17	Yes
Socioeconomically Disadvantaged[4]	245	Yes	547	528	10	19	Yes

[1] Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant if the group: (1) contains at least 100 students with valid test scores, OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[2] The 2000 Subgroup API for Growth, 1999 Subgroup API (Base), and 1999-2000 Subgroup Growth Target are reported only for numerically significant subgroups. In most cases, 1999-2000 Subgroup Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. Exceptions include: 1) for subgroups below 800 within schools with APIs between 771 and 799, the subgroup growth target will be one point; 2) subgroups with a 1999 API at or above 800 must continue to have an API at or above 800 regardless of the 1999 Schoolwide API; 3) in schools with a 1999 API of 800 or more, subgroups with an API of less than 800 must grow at least 1 point; and 4) when 80% of the schoolwide target results in a subgroup target that would exceed the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

[3] A school has demonstrated Comparable Improvement when each numerically significant subgroup has met its 1999-2000 Subgroup Growth Target.

[4] A student is considered socioeconomically disadvantaged if the 2000 Stanford 9 answer document indicates that: (1) the student participated in the Free or Reduced Price Lunch program, OR (2) neither of the student's parents graduated from high school.

Sample Summary School Reports for 1999 to 2000 Growth

• School Report—Elementary School Example (continued)

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School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	18
American Indian or Alaska Native	0
Asian	5
Filipino	2
Hispanic or Latino	59
Pacific Islander	0
White not Hispanic	16

	Percent
Participants in Free or Reduced Price Lunch (Stanford 9)	74
English Language Learners (Stanford 9)	24
Multi-track year-round school? (CBEDS)	No
School Mobility (Stanford 9)	28

This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)

Grades	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs	N/A

Parent Education Level (Stanford 9)	Percent
Percent with a Response*	64
Of those with a Response:	
Not a high school graduate	17
High school graduate	30
Some college	31
College graduate	19
Graduate school	3

* This number is the percent of student answer documents with parent education level information.

	Average
Average Parent Education Level (Stanford 9)	2.63

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	75
Teachers w/emergency credentials (CBEDS)	13

	Number
Enrollment on the first day of Testing grades 2-11 (STAR Apportionment)	338
Number of students contributing to the API	326

Sample Summary School Reports for 1999 to 2000 Growth
• School Report—High School Example

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California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report
School Report
October 4, 2000

School: **North Star High**
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543

List of Similar Schools (available in December 2000)
District List of Schools

School Type: High School

| | | | | | 1999-2000 | Met Growth Target[6] | | | |
STAR 2000 Percent Tested[1]	2000 API (Growth)[2]	1999 API (Base)[2]	1999-2000 Growth Target[3]	1999-2000 Growth[4]	Similar Schools Growth Rank[5]	School-wide	Comparable Improve-ment (CI)	Both Schoolwide and CI	Awards Eligible[7]
94	586	578	11	8		No	No	No	No

"N/A" means a number is not applicable or not available due to missing data.
"*" means the school scored at or above 800 in 1999.
1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.

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[1] This percent is calculated by dividing the number of students tested by the number of pupils enrolled on the first day of testing in the grades tested minus the number of students in those grades exempted from testing due to Individualized Education Program (IEP) statement and minus the number of students in those grades exempted from testing due to parent/guardian written request. This number is truncated (e.g., 94.9 = 94). The STAR 2000 Apportionment Information Report is the source of these data.

[2] For both the 2000 API (Growth) and 1999 API (Base), only scores for students in the district the prior year are included in the calculation. For information about the calculation of the 2000 API (Growth), please refer to the 1999-2000 API Growth Report Explanatory Notes.

[3] 1999-2000 Growth Target is 5% of the difference between the 1999 API (Base) and the interim Statewide Performance Target of 800. An asterisk (*) in this column indicates the school scored at or above 800 in 1999.

[4] Growth is calculated by subtracting the 1999 API (Base) from the 2000 API for Growth.

[5] 1999-2000 Similar Schools Growth Ranks are based on 1999-2000 Growth. Ranks are in deciles, with 10 being the highest and 1 the lowest. For information about the calculation of Similar Schools Growth Ranks, please refer to the 1999-2000 API Growth Report Explanatory Notes.

[6] Growth Targets include two components: Schoolwide and Comparable Improvement (CI) Subgroup Targets. Schools meet the Schoolwide Target if: (1) the 2000 API for Growth is 800 or greater, OR (2) they meet the 1999-2000 Growth Target. Schools meet the Comparable Improvement Target if all numerically significant ethnic/racial and socioeconomically disadvantaged subgroups in the school meet their Subgroup Targets, which in most cases is 80% of the 1999-2000 Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes. Subgroup information is contained on the individual School Reports. A subgroup is numerically significant if it (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[7] Schools may be eligible for the Governor's Performance Award and School Site Employee Performance Bonus programs based on meeting the following criteria: 1) the school met its schoolwide target; 2) all numerically significant subgroups met their subgroup targets; 3) elementary and middle schools had 95% Stanford 9 participation and high schools had 90% participation; and 4) schools with 1999 APIs at or above 800 gained at least one point.

Note: 1999–2000 Similar Schools Growth Rank and List of Similar Schools will be available in December 2000.

Sample Summary School Reports for 1999 to 2000 Growth
• School Report—High School Example (continued)

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Subgroups

Ethnic/Racial	Number of Pupils Included in 2000 API	Numerically Significant[1]	2000 Subgroup API for Growth[2]	1999 Subgroup API (Base)[2]	1999-2000 Subgroup Growth Target[2]	1999-2000 Subgroup Growth	Met Subgroup Growth Target[3]
African American not Hispanic	265	Yes	516	517	9	-1	No
American Indian or Alaska Native	66	No					
Asian	70	No					
Filipino	97	No					
Hispanic or Latino	495	Yes	504	500	9	4	No
Pacific Islander	11	No					
White not Hispanic	494	Yes	652	646	9	6	No
Socioeconomically Disadvantaged[4]	705	Yes	529	519	9	10	Yes

[1] Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant if the group: (1) contains at least 100 students with valid test scores, OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid test scores. A school's subgroup must be numerically significant in both 1999 and 2000 for the subgroup growth to be calculated.

[2] The 2000 Subgroup API for Growth, 1999 Subgroup API (Base), and 1999-2000 Subgroup Growth Target are reported only for numerically significant subgroups. In most cases, 1999-2000 Subgroup Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. Exceptions include: 1) for subgroups below 800 within schools with APIs between 771 and 799, the subgroup growth target will be one point; 2) subgroups with a 1999 API at or above 800 must continue to have an API at or above 800 regardless of the 1999 Schoolwide API; 3) in schools with a 1999 API of 800 or more, subgroups with an API of less than 800 must grow at least 1 point; and 4) when 80% of the schoolwide target results in a subgroup target that would exceed the distance from the subgroup API to 800, the subgroup target equals the distance to 800.

[3] A school has demonstrated Comparable Improvement when each numerically significant subgroup has met its 1999-2000 Subgroup Growth Target.

[4] A student is considered socioeconomically disadvantaged if the 2000 Stanford 9 answer document indicates that: (1) the student participated in the Free or Reduced Price Lunch program, OR (2) neither of the student's parents graduated from high school.

Sample Summary School Reports for 1999 to 2000 Growth
• School Report—High School Example (continued)

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School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	16
American Indian or Alaska Native	3
Asian	4
Filipino	8
Hispanic or Latino	32
Pacific Islander	1
White not Hispanic	32

	Percent
Participants in Free or Reduced Price Lunch (Stanford 9)	39
English Language Learners (Stanford 9)	10
Multi-track year-round school? (CBEDS)	No

School Mobility (Stanford 9) 14
This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)

Grades	Average
K-3	N/A
4-6	N/A
Core academic courses in departmentalized programs	32

Parent Education Level (Stanford 9)	Percent
Percent with a Response*	91
Of those with a Response:	
Not a high school graduate	13
High school graduate	26
Some college	33
College graduate	23
Graduate school	5

* This number is the percent of student answer documents with parent education level information.

	Average
Average Parent Education Level (Stanford 9)	2.80

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	95
Teachers w/emergency credentials (CBEDS)	9

	Number
Enrollment on the first day of Testing grades 2-11 (STAR Apportionment)	1,719
Number of students contributing to the API	1,615

Sample Detailed School Reports for 1999 to 2000 Growth
• List of Schools—District Level

California Department of Education
Policy and Evaluation Division

1999-2000 Academic Performance Index (API) Growth Report
List of Schools - District Level
October 4, 2000

District: **Polaris Unified**
County: Orion
CD Code: 98-98765

> 1999-2000 API Growth Report Explanatory Notes contain more details about the displayed information.
> Click on the school name for a School Report or the Similar Schools List.

	STAR 2000 Percent Tested	2000 API (Growth)	1999 API (Base)	1999-2000 Growth Target	1999-2000 Growth	1999-2000 Similar Schools Growth Rank	Met Growth Target[6]			
							School-wide	Comparable Improve-ment (CI)	Both Schoolwide and CI	Awards Eligible
Elementary Schools										
Big Dipper Elementary	96	573	555	12	18		Yes	Yes	Yes	Yes
Cassopeia Elementary	97	658	659	7	-1		No	No	No	No
Celestial Elementary	95	601	588	11	13		Yes	No	No	No
Sunrise Elementary	92	653	638	8	15		Yes	Yes	Yes	No
Jupiter Elementary	100	828	823	*	5		Yes	Yes	Yes	Yes
Middle Schools										
Mercury Middle	98	593	572	11	21		Yes	Yes	Yes	Yes
Milky Way Middle	93	639	645	8	-6		No	No	No	No
High Schools										
North Star High	94	586	578	11	8		No	No	No	No
Starlight High	86	589	564	12	25		Yes	Yes	Yes	No

"N/A" means a number is not applicable or not available due to missing data.

"*" means the school scored at or above 800 in 1999.

Missing schools - some schools in the district may not appear on this list because APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores in 1999), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is being developed for these schools.

Data file: Click here to download a data file containing the information displayed above.

> The Detailed Reports are pdf files. For more details about the displayed information, see the *1999–2000 API Growth Report Explanatory Notes.*

Note: 1999–2000 Similar Schools Growth Rank will be available in December 2000.

Sample Detailed School Reports for 1999 to 2000 Growth
• Summary Report for Grades 2–8

1999-2000 Academic Performance Index (API) Growth Report
Summary Report for Grades 2-8

<div align="right">California Department of Education
Policy and Evaluation Division
October 4, 2000</div>

School: ***Big Dipper Elementary***
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876543   School Type: ELEMENTARY

STAR 2000 Percent Tested	2000 API for Growth	1999 API (Base)	1999-2000 Growth Target	1999-2000 Growth	1999-2000 Similar Schools Growth Rank	Met Growth Target			Awards Eligible
						School-wide	Comparable Improve-ment (CI)	Both Schoolwide and CI	
96	573	555	12	18		Yes	Yes	Yes	Yes

"N/A" means a number is not applicable or not available due to missing data.
"*" means the school scored at or above 800 in 1999.
Similar Schools Growth Rank will be available in December 2000.

For more details about the displayed information, see the *1999-2000 API Growth Report Explanatory Notes*.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	18
American Indian or Alaska Native	0
Asian	5
Filipino	2
Hispanic or Latino	59
Pacific Islander	0
White not Hispanic	16

Participants in Free or Reduced Price Lunch (Stanford 9)	74

English Language Learners (Stanford 9)	24

Fully credentialed teachers (CBEDS)	75
Teachers w/emergency credentials (CBEDS)	13

Parent Education Level (Stanford 9)	Percent
Percent with a Response*	64
Of those with a Response:	
Not high school graduate	17
High school graduate	30
Some college	31
College graduate	19
Graduate school	3

This number is the percentage of student answer documents with parent education level information.

Average Parent Education Level (Stanford 9)	Average
	2.63

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Multi-track year-round school? (CBEDS)	No

Average Class Size (CBEDS)	Average
Grade Levels	
K-3	19
4-8	34
Core academic courses in departmentalized programs	N/A

School Mobility (Stanford 9)	28

This is the percent of students who first attended this school in the current year.

Enrollment on the first day of Testing (grades 2-11 STAR Apportionment)	338

Number of students contributing to the API	326

The Detailed Reports are pdf files. For more details about the displayed information, see the *1999–2000 API Growth Report Explanatory Notes*.

Note: 1999–2000 Similar Schools Growth Rank will be available in December 2000.

Sample Detailed School Reports for 1999 to 2000 Growth

• Schoolwide API for Grades 2–8

**1999-2000 Academic Performance Index (API) Growth Report
Schoolwide API for Grades 2-8**

<div style="text-align:right">

California Department of Education
Policy and Evaluation Division
October 4, 2000

</div>

School: *Big Dipper Elementary*
District: ORION
County: POLARIS UNIFIED

CDS Code: 98-98765-9876543   School Type: ELEMENTARY

Schoolwide

2000 API (Growth)	1999 API (Base)	1999-2000 Growth	1999-2000 Similar Schools Growth Rank	Met Schoolwide Target
573	**555**	**18**		**Yes**

Similar Schools Growth Rank will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9		Reading		Mathematics		Language		Spelling	
A	B	C	D	E	F	G	H	I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band

Band	Performance Bands	Weighting Factors	Reading No.	Reading %	Reading (B x C)	Math No.	Math %	Math (B x E)	Lang No.	Lang %	Lang (B x G)	Spell No.	Spell %	Spell (B x I)
5	80-99th NPR	1000	30	9.23	92.31	45	14.02	140.19	33	10.12	101.23	43	13.23	132.31
4	60-79th NPR	875	46	14.15	123.85	67	20.87	182.63	53	16.29	142.25	65	20.00	175.00
3	40-59th NPR	700	52	16.00	112.00	60	18.69	130.34	58	18.10	126.69	51	15.69	109.85
2	20-39th NPR	500	82	25.23	126.15	67	20.87	104.36	83	25.48	127.30	71	21.85	109.23
1	1-19th NPR	200	115	35.38	70.77	82	25.55	51.09	96	30.06	60.12	95	29.23	58.46

a Total Weighted Score Across Bands

	Reading	Mathematics	Language	Spelling
a	525.08	609.11	557.59	584.85
b	30%	40%	15%	15%
c̄	157.52	+ 243.64	+ 83.64	+ 87.73

a Total Weighted Score Across Bands
b Content Area Weight
c Total Weighted Score for Content Area:

2000 API (Growth) | **573**

Number of tests
contributing to scores:

325		321		326		325

Number of pupils with tests
contributing to the API: | 326

NPR is the National Percentile Rank.
"N/A" means a number is not applicable or not available due to missing data.

POLARIS CITY UNIFIED

The Detailed Reports are pdf files. For more details about the displayed information, see the *1999–2000 API Growth Report Explanatory Notes.*

Note: 1999–2000 Similar Schools Growth Rank will be available in December 2000.

Sample Detailed School Reports for 1999 to 2000 Growth

• Subgroup API for Grades 2–8, Page 1 of 2

1999-2000 Academic Performance Index (API) Growth Report
Subgroup API for Grades 2-8, Page 1 of 2

California Department of Education
Policy and Evaluation Division
October 4, 2000

School: *Big Dipper Elementary*
District: ORION
County: POLARIS UNIFIED

CDS Code: 98-98765-9876543

> **Note:** Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

African American not Hispanic

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	10.0	13.7	11.3	13.2
4	60-79th NPR	12.0	15.7	15.1	18.9
3	40-59th NPR	14.0	19.6	17.0	15.1
2	20-39th NPR	20.0	19.6	18.9	17.0
1	1-19th NPR	44.0	31.4	37.7	35.9

Percent of Pupils in Each Band

540	2000 API (Growth)
520	1999 API (Base)
20	1999-2000 Growth
Yes	Met Subgroup Target

53 Number of Tests Contributing to the API

American Indian or Alaska Native

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

Percent of Pupils in Each Band

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

0 Number of Tests Contributing to the API

Asian

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

Percent of Pupils in Each Band

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

19 Number of Tests Contributing to the API

Filipino

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

Percent of Pupils in Each Band

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

10 Number of Tests Contributing to the API

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *1999-2000 API Growth Report Explanatory Notes.*

POLARIS UNIFIED

• Subgroup API for Grades 2–8, Page 2 of 2

1999-2000 Academic Performance Index (API) Growth Report
Subgroup Report for Grades 2-8, Page 2 of 2

California Department of Education
Policy and Evaluation Division
October 4, 2000

School: *Big Dipper Elementary*
District: ORION
County: POLARIS UNIFIED

CDS Code: 98-98765-9876543

> **Note:** Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Hispanic or Latino

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	4.0	9.7	6.2	8.0
4	60-79th NPR	9.2	21.6	14.5	13.6
3	40-59th NPR	16.1	22.2	17.8	19.8
2	20-39th NPR	31.0	21.6	31.3	24.9
1	1-19th NPR	39.7	25.0	30.2	33.9

Percent of Pupils in Each Band

539	2000 API (Growth)
523	1999 API (Base)
16	1999-2000 Growth
Yes	Met Subgroup Target

179 Number of Tests Contributing to the API

Pacific Islander

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				

Percent of Pupils in Each Band

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

0 Number of Tests Contributing to the API

White not Hispanic

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	14.5	18.0	8.1	13.1
4	60-79th NPR	17.7	19.7	21.0	21.3
3	40-59th NPR	21.0	14.8	17.7	14.8
2	20-39th NPR	21.0	23.0	25.8	23.0
1	1-19th NPR	25.8	24.6	27.4	27.9

Percent of Pupils in Each Band

603	2000 API (Growth)
586	1999 API (Base)
17	1999-2000 Growth
Yes	Met Subgroup Target

62 Number of Tests Contributing to the API

Socioeconomically Disadvantaged

Performance Bands		Reading	Math	Language	Spelling
5	80-99th NPR	5.3	11.9	8.3	9.8
4	60-79th NPR	13.6	20.5	14.1	19.1
3	40-59th NPR	13.2	18.0	17.4	18.4
2	20-39th NPR	29.6	21.7	28.6	20.4
1	1-19th NPR	38.3	27.9	31.5	32.2

Percent of Pupils in Each Band

547	2000 API (Growth)
528	1999 API (Base)
19	1999-2000 Growth
Yes	Met Subgroup Target

245 Number of Tests Contributing to the API

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *1999-2000 API Growth Report Explanatory Notes.*

POLARIS UNIFIED

Sample Detailed School Reports for 1999 to 2000 Growth

• Summary Report for Grades 9–11

1999-2000 Academic Performance Index (API) Growth Report
Summary Report for Grades 9–11

California Department of Education
Policy and Evaluation Division
October 4, 2000

School: **North Star High**
County: ORION
District: POLARIS UNIFIED
CDS Code: 98-98765-9876544

School Type: HIGH SCHOOL

STAR 2000 Percent Tested	2000 API for Growth	1999 API (Base)	1999-2000 Growth Target	1999-2000 Growth	1999-2000 Similar Schools Growth Rank	Met Growth Target			Awards Eligible
						School-wide	Comparable Improve-ment (CI)	Both Schoolwide and CI	
94	586	578	11	8		No	No	No	No

"N/A" means a number is not applicable or not available due to missing data.
"*" means the school scored at or above 800 in 1999.
Similar Schools Growth Rank will be available in December 2000.

For more details about the displayed information, see the *1999-2000 API Growth Report Explanatory Notes*.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	16
American Indian or Alaska Native	3
Asian	4
Filipino	8
Hispanic or Latino	32
Pacific Islander	1
White not Hispanic	32

Participants in Free or Reduced Price Lunch (Stanford 9) — 39

English Language Learners (Stanford 9) — 10

Fully credentialed teachers (CBEDS) — 95
Teachers w/emergency credentials (CBEDS) — 9

Parent Education Level (Stanford 9)	Percent
Percent with a Response*	91
Of those with a Response:	
Not high school graduate	13
High school graduate	26
Some college	33
College graduate	23
Graduate school	5

This number is the percentage of student answer documents with parent education level information.

Average Parent Education Level (Stanford 9) — Average 2.80
The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Multi-track year-round school? (CBEDS) — No

Average Class Size (CBEDS) — Average
Grade Levels	
K-3	N/A
4-8	N/A
Core academic courses in departmentalized programs	32

School Mobility (Stanford 9) — 14
This is the percent of students who first attended this school in the current year.

Enrollment on the first day of Testing
(grades 2-11 STAR Apportionment) — 1,719

Number of students contributing to the API — 1,615

POLARIS UNIFIED

The Detailed Reports are pdf files. For more details about the displayed information, see the *1999–2000 API Growth Report Explanatory Notes*.

Note: 1999–2000 Similar Schools Growth Rank will be available in December 2000.

Sample Detailed School Reports for 1999 to 2000 Growth
• Schoolwide API for Grades 9–11

1999-2000 Academic Performance Index (API) Growth Report
Schoolwide API for Grades 9–11

California Department of Education
Policy and Evaluation Division
October 4, 2000

School: *North Star High*
District: ORION
County: POLARIS UNIFIED

CDS Code: 98-98765-9876544   School Type: HIGH SCHOOL

Schoolwide

2000 API (Growth)	1999 API (Base)	1999-2000 Growth	1999-2000 Similar Schools Growth Rank	Met Schoolwide Target
586	578	8		No

Similar Schools Growth Rank will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9		Reading		Mathematics		Language		Science		Social Science	
A	B	C	D	E	F	G	H	I	J	I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)

		B	C	D	E	F	G	H	I	J	I	J
5 80-99th NPR	1000	203 / 12.57 / 125.70		267 / 16.53 / 165.33		217 / 13.44 / 134.45		239 / 14.82 / 148.17		197 / 12.20 / 121.98	
4 60-79th NPR	875	215 / 13.31 / 116.49		291 / 18.02 / 157.66		257 / 15.92 / 139.33		291 / 18.04 / 157.86		271 / 16.78 / 146.83	
3 40-59th NPR	700	334 / 20.68 / 144.77		325 / 20.12 / 140.87		330 / 20.45 / 143.12		325 / 20.12 / 140.87		325 / 20.12 / 140.87	
2 20-39th NPR	500	372 / 23.03 / 115.17		344 / 21.30 / 106.50		332 / 20.57 / 102.85		322 / 19.96 / 99.81		335 / 20.74 / 103.72	
1 1-19th NPR	200	491 / 30.40 / 60.80		388 / 24.02 / 48.05		478 / 29.62 / 59.23		457 / 28.33 / 56.66		487 / 30.15 / 60.31	

a Total Weighted Score Across Bands (a x b ÷ c): 562.93 | 618.41 | 578.98 | 594.44 | 573.70
b Content Area Weight: 20% | 20% | 20% | 20% | 20%
c Total Weighted Score for Content Area: 112.59 + 123.68 + 115.80 + 118.89 + 114.74

2000 API (Growth): 586

Number of tests contributing to scores: 1615 | 1615 | 1614 | 1613 | 1615

Number of pupils with tests contributing to the API: 1615

NPR is the National Percentile Rank.
"N/A" means a number is not applicable or not available due to missing data.

POLARIS UNIFIED

> The Detailed Reports are pdf files. For more details about the displayed information, see the *1999–2000 API Growth Report Explanatory Notes.*

Note: 1999–2000 Similar Schools Growth Rank will be available in December 2000.

Sample Detailed School Reports for 1999 to 2000 Growth

• Subgroup API for Grades 9–11, Page 1 of 2

1999-2000 Academic Performance Index (API) Growth Report
Subgroup API for Grades 9–11, Page 1 of 2

California Department of Education
Policy and Evaluation Division
October 4, 2000

School: *North Star High*
District: ORION
County: POLARIS UNIFIED

CDS Code: 98-98765-9876544

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

African American not Hispanic

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR	7.6	8.3	9.5	6.1	7.2
4	60-79th NPR	11.8	13.6	10.6	12.1	10.9
3	40-59th NPR	21.7	18.9	20.1	22.7	17.4
2	20-39th NPR	25.1	22.3	24.6	25.4	26.0
1	1-19th NPR	33.8	37.0	35.2	33.7	38.5

516	2000 API (Growth)
517	1999 API (Base)
-1	1999-2000 Growth
No	Met Subgroup Target

265 Number of Tests Contributing to the API

American Indian or Alaska Native

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

66 Number of Tests Contributing to the API

Asian

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

70 Number of Tests Contributing to the API

Filipino

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

97 Number of Tests Contributing to the API

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *1999-2000 API Growth Report Explanatory Notes.*

POLARIS UNIFIED

• Subgroup API for Grades 9–11, Page 2 of 2

1999-2000 Academic Performance Index (API) Growth Report
Subgroup Report for Grades 9–11, Page 2 of 2

California Department of Education
Policy and Evaluation Division
October 4, 2000

School: *North Star High*
District: ORION
County: POLARIS UNIFIED

CDS Code: 98-98765-9876544

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Hispanic or Latino

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR	4.8	11.1	5.3	7.7	5.2
4	60-79th NPR	9.9	17.8	12.9	17.8	12.8
3	40-59th NPR	13.1	19.6	15.8	17.6	16.4
2	20-39th NPR	27.1	22.3	22.8	20.4	24.6
1	1-19th NPR	45.1	29.1	43.2	36.6	40.9

504	2000 API (Growth)
500	1999 API (Base)
4	1999-2000 Growth
No	Met Subgroup Target

495 Number of Tests Contributing to the API

Pacific Islander

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					

	2000 API (Growth)
	1999 API (Base)
	1999-2000 Growth
	Met Subgroup Target

11 Number of Tests Contributing to the API

White not Hispanic

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR	18.6	22.9	20.6	22.5	18.6
4	60-79th NPR	17.8	19.7	18.4	20.9	18.0
3	40-59th NPR	19.8	19.5	19.4	20.2	19.6
2	20-39th NPR	21.9	19.3	20.0	17.8	21.9
1	1-19th NPR	21.9	18.7	21.5	18.6	21.9

652	2000 API (Growth)
646	1999 API (Base)
6	1999-2000 Growth
No	Met Subgroup Target

494 Number of Tests Contributing to the API

Socioeconomically Disadvantaged

Percent of Pupils in Each Band

Performance Bands		Reading	Math	Language	Science	Social Science
5	80-99th NPR	6.5	9.9	8.5	7.0	10.6
4	60-79th NPR	13.9	13.0	12.6	13.9	14.3
3	40-59th NPR	19.1	17.7	18.2	19.1	19.1
2	20-39th NPR	24.8	25.4	25.1	24.8	27.4
1	1-19th NPR	35.6	33.9	35.6	35.2	28.5

529	2000 API (Growth)
519	1999 API (Base)
10	1999-2000 Growth
Yes	Met Subgroup Target

705 Number of Tests Contributing to the API

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the *1999-2000 API Growth Report Explanatory Notes.*

POLARIS UNIFIED

PRESENTATION TRANSPARENCY MASTERS

REPORTING 1999–2000

ACADEMIC PERFORMANCE INDEX

GROWTH
API-BASED AWARDS
II/USP
ALTERNATIVE ACCOUNTABILITY SYSTEM
FUTURE API INDICATORS
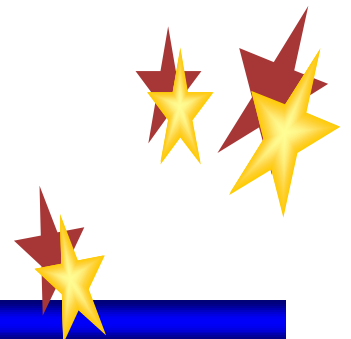
These transparencies can be found on the CDE website at http://www.cde.ca.gov/psaa.
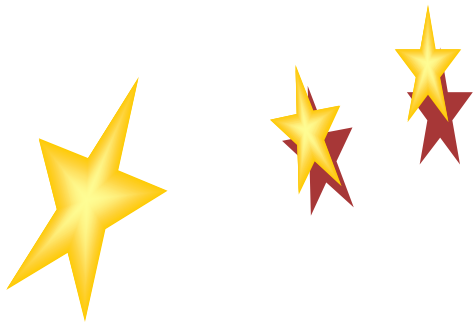
Reporting 1999–2000 Academic Performance Index Growth and Awards
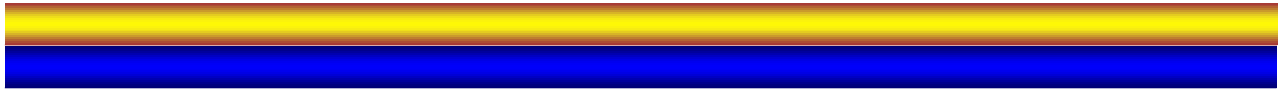
Public Schools Accountability Act (PSAA)

✦ Initiated by Governor Davis

✦ Signed into law in Spring 1999

✦ Authorizes an accountability system for California public schools

  ◗ Goal: improve achievement of all students

Key Components
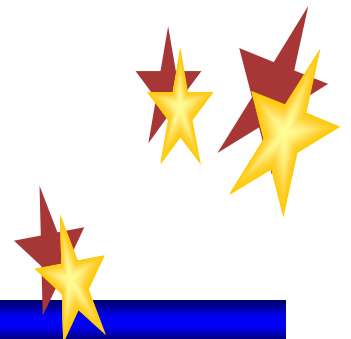
✦ Academic Performance Index (API)

✦ API-based awards programs

✦ Immediate Intervention/ Underperforming Schools Program (II/USP)

✦ Alternative Accountability System

✦ Evaluation
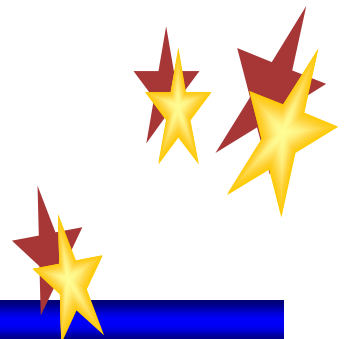
How the API was Developed

- ✦ Advisory committee of educators and business leaders convened by the State Superintendent of Public Instruction

- ✦ The committee worked with researchers and technical experts from universities and K–12 education

- ✦ API adopted by State Board of Education (SBE) in November 1999

The API Scale:

- ✦ Ranges from 200 to 1000

- ✦ Allows for ranking by deciles (ranging from 1 to 10)

- ✦ Features an interim statewide performance target of 800

The API

✦ **Measures school performance**

✦ **Assigns schools numerical growth targets for future improvement**

✦ **Provides comparisons between schools with similar characteristics**
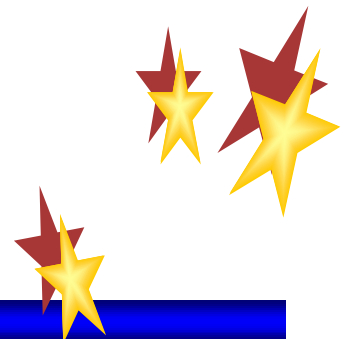
Uses of the API
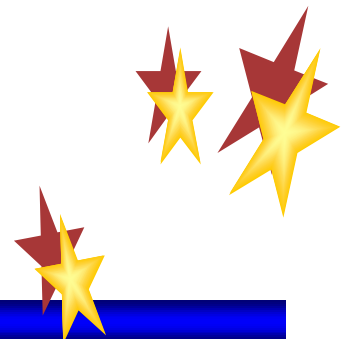
✦ **To rank academic performance of schools**

✦ **To establish growth targets for:**

  ◗ **each school**

  ◗ **each numerically significant ethnic and socioeconomically disadvantaged subgroup of students within the school**

✦ **To determine if growth targets are met**
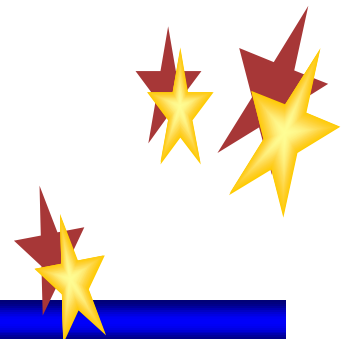
Schools That Receive a Growth API

✦ **Schools included in 2000 API Growth:**

◗ Public schools only

◗ Elementary, middle, and high schools (charter schools included) with 100 or more valid Stanford-9 test scores

◗ Traditional student population

✦ **Other public schools fall under Alternative Accountability System and do not receive an API**

Legal API Requirements

✦ Test results must make up at least 60% of the API

✦ API to include, but not be limited to:

- ◗ STAR test results
- ◗ pupil and certificated staff attendance rates*
- ◗ high school graduation rates*
- ◗ other statewide test results*

✦ Students must be enrolled in a district at least one year for their scores to be included

* when valid and reliable results are available
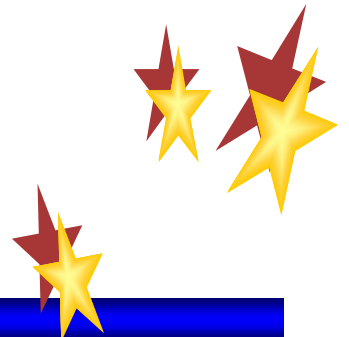
API Reporting Cycle 1999–2000

✦ **January 2000: Base Year Report**

  ◗ includes 1999 API, based on 1999 Stanford 9 test results

✦ **October 2000: Growth Report**

  ◗ reports API growth, based on difference between 1999–2000 Stanford 9 results
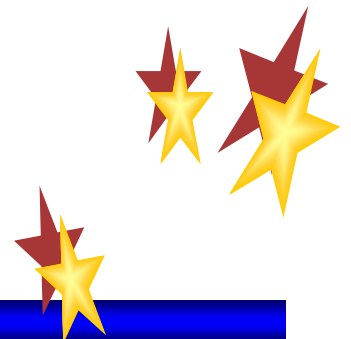
1999–2000 API Growth Report

1999–2000 API growth report for each school includes:

- ✦ Percent of students tested in 2000 Stanford 9 administration

- ✦ School's 1999 API Base

- ✦ School's 2000 API Growth

- ✦ 1999–2000
  - ▶ growth target and actual growth
  - ▶ similar schools growth rank (available December 2000)

- ✦ Whether growth targets were met

- ✦ School eligibility for Governor's Performance Award/School Site Employee Bonus award

- ✦ School demographic characteristics

- ✦ API and growth subgroup report
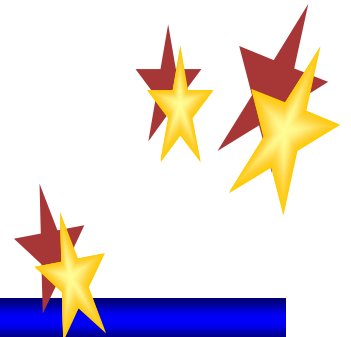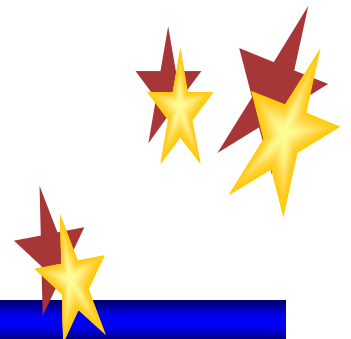
School Demographic Characteristics Included in the Law:

✦ Student mobility

✦ Student ethnicity

✦ Student socioeconomic status

✦ Percent fully credentialed teachers

✦ Percent teachers with emergency permits

✦ Percent of students classified as English language learners

✦ Average class size

✦ Multi-track year-round school

Annual API Growth Target

Schoolwide:

✦ Five percent of the distance between a school's 1999 API and the interim statewide target: 800

✦ A minimum of at least one point for any school with API below 800

✦ Schools at or above 800 must remain at or above 800

Student Subgroups:

✦ In general, each numerically significant student subgroup must meet or exceed 80% of the school's growth target.
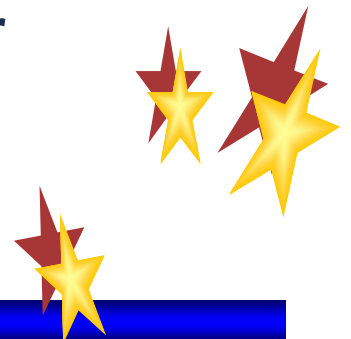
Significant Student Subgroups

✦ **Must have at least 30 students with valid Stanford 9 scores and comprise 15 percent of a school's tested enrollment**

OR

✦ **Must have at least 100 students with valid Stanford 9 scores (even if less than 15 percent)**
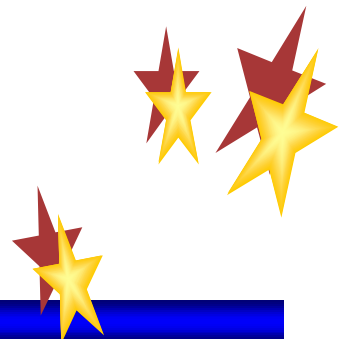
API Subgroup Categories

- ✦ American Indian or Alaska Native

- ✦ Asian

- ✦ Pacific Islander

- ✦ Filipino

- ✦ Hispanic or Latino

- ✦ African American not Hispanic

- ✦ White not Hispanic

- ✦ Socioeconomically disadvantaged
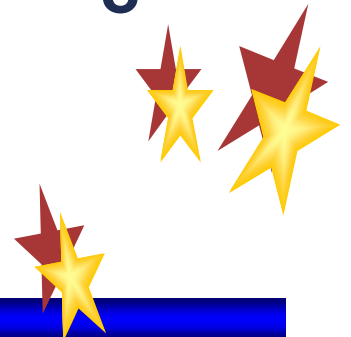
API-Based Awards
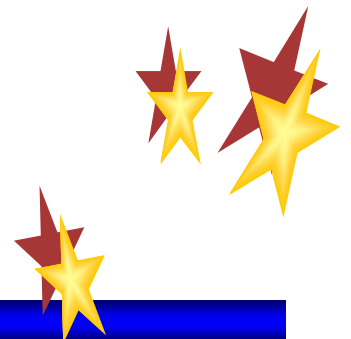
◆ **Governor's Performance Award (GPA) Program**

◆ **School Site Employees Performance Bonus**

◆ **Certificated Staff Performance Incentive Act**

Award Programs

The purpose of the awards programs is to recognize schools (and staff at those schools) that meet API growth targets
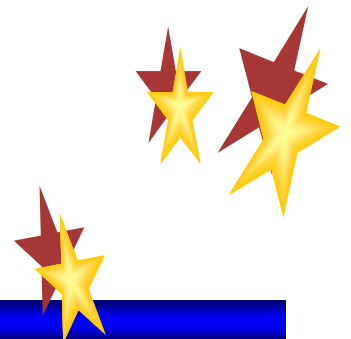
API-based Awards

State Funds appropriated:

✦ GPA Awards — $227 million

✦ School Site Employee Bonus Awards — $350 million

✦ Certificated Staff Incentive Awards — $100 million

API-based Awards Programs

✦ **Elementary and middle schools must have 95% participation rate on 2000 Stanford 9**

✦ **High schools must have 90% participation rate on 2000 Stanford 9**
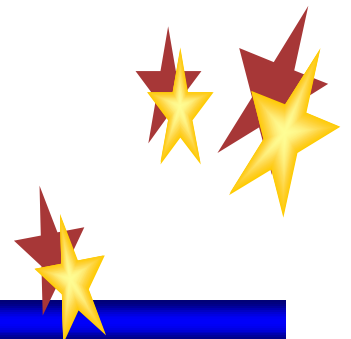
GPA/School Site Employee Bonus Awards Criteria

The school must:

✦ Meet schoolwide growth target

✦ Meet subgroup growth targets

✦ Grow at least one point (schools with 800 or above on 1999 API)
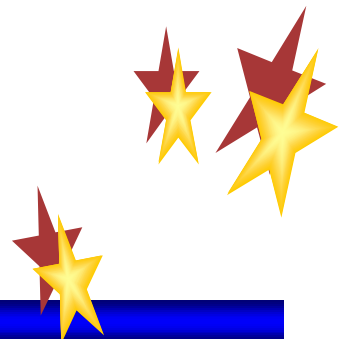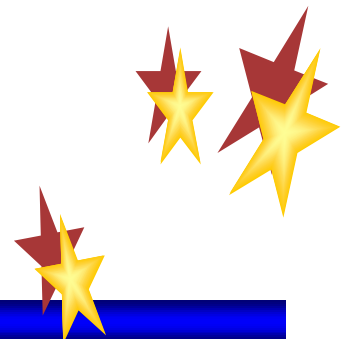
GPA/School Site Employee Bonus

School Eligibility:

✦ All schools that receive an API, including schools participating in the Immediate Intervention/Underperforming School Programs (II/USP), are eligible to participate in the GPA and School Site Employee Bonus awards

GPA/School Site Employee Bonus

Use of schoolwide funds at a school:

✦ Decided by existing site governance team/school site council representing major stakeholders

✦ Must be ratified by local board
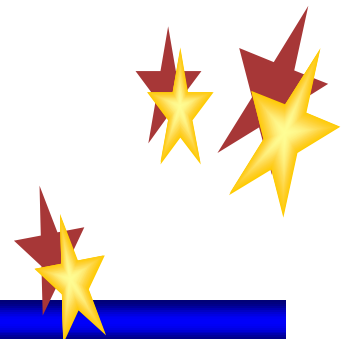
GPA/School Site Employee Bonus Funding Allocations

GPA Awards:

✦ Maximum amount allocated to each school is up to $150 per pupil (K–12)

School Site Employee Bonus Awards:

✦ All site staff (on FTE basis) to receive half of bonus funds

✦ Equal amount of money for schoolwide use
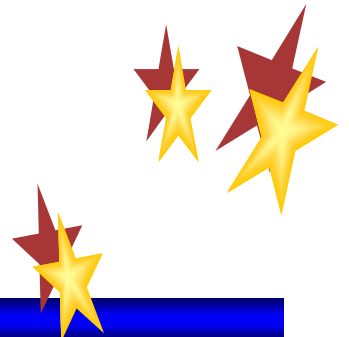
Certificated Staff Incentive Awards

School Participation:

✦ Open to any school with a 1999 API in decile statewide ranks 1 to 5
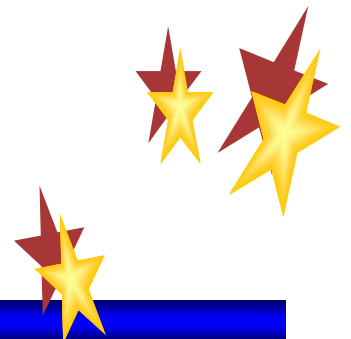
Certificated Staff Performance Incentive Act

Criteria for eligibility:

✦ School must show at least two times annual growth target

✦ All subgroups must make 80% of 2 times the school target

✦ Must show growth on Stanford 9 during 1998-1999
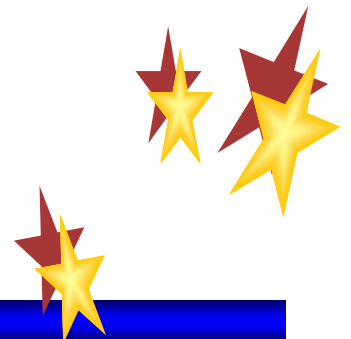
Certificated Staff Performance Incentive Act

Funding allocations:

✦ Performance bonuses to teachers and other certificated staff at school

✦ Certificated staff includes site administrators, certificated teachers, and emergency waiver teachers

Funding allocations:

✦ Biggest gains receive the most money based on growth (number of API points increased over 2 times the school's target)

◗ 1,000 certificated staff in schools with largest growth receive $25,000 each

◗ 3,750 certificated staff receive $10,000 each

◗ 7,500 certificated staff receive $5,000 each
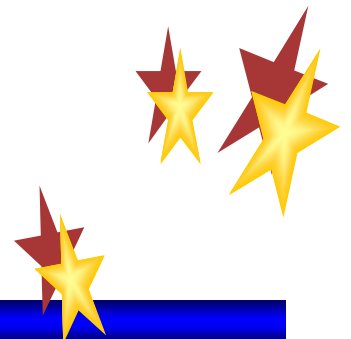
Certificated Staff Performance Incentive Act

Funding allocations:

✦ Funds become the object of discussion between the local governing board and the exclusive bargaining representative of teachers and other certified staff

✦ If failure to reach agreement, funds will be distributed proportional to salary

Identification Criteria for II/USP Schools

Schools are eligible to volunteer for II/USP for 2000–2001 if they:

✦ Are not already in II/USP

✦ Scored in the lower half of the statewide distribution on the 1999 Stanford 9 results

✦ Did not meet schoolwide target and/or did not demonstrate comparable improvement

1999–2000 API Growth and II/USP Schools

✦ Schools not in II/USP that do not meet 1999–2000 growth targets may be eligible for II/USP (planning) beginning 2000–2001

✦ Current II/USP schools that do not meet 1999–2000 growth targets continue in II/USP for 2000–2001

✦ II/USP schools that fail to meet 2000–2001 growth targets (after first year of implementing plan) are subject to local interventions

Alternative Accountability System

Types of schools included:

✦ Schools serving traditional student populations with fewer than 100 valid Stanford-9 test scores

✦ Special education schools and centers

✦ Alternative, continuation, community day, court, community, and county schools serving high-risk populations

Note: Private schools are not included in PSAA
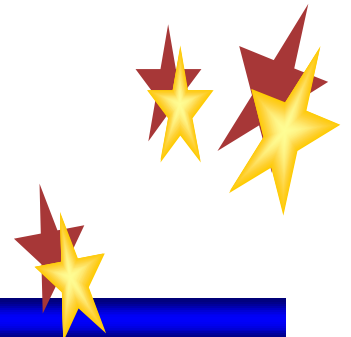
Alternative Accountability System

- ✦ Designed by Alternative Accountability Subcommittee of the PSAA Advisory Committee

- ✦ Presented to State Board of Education July 2000 (See "Board Items" at PSAA home page)

- ✦ Approved in concept by Board at its July 2000 meeting

- ✦ Comprised of three "models"

- ✦ Different models take effect in different years

Alternative Accountability System: Three Models

1. **Small Schools**

2. **Alternative Schools**

3. **Special Education Schools and Centers**

Alternative Accountability System: Small Schools

✦ Serves a traditional student population with 11–99 valid student Stanford 9 scores

✦ Given "Asterisked API" (compared with other small schools only)

✦ Will begin with 2000 Base API

Alternative Accountability System: Alternative Schools

✦ **A majority of the students served by the school or referred to the school are:**

- ◗ **at high-risk for behavioral or educational failure**
- ◗ **expelled**
- ◗ **under disciplinary sanction**
- ◗ **pregnant or parenting**
- ◗ **wards of the court**
- ◗ **recovered dropouts**

OR

✦ **Serves traditional student population but has fewer than 11 valid Stanford 9 scores**
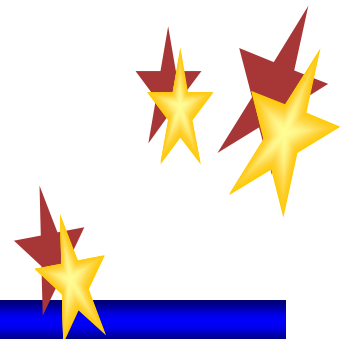
Alternative Schools Model: Accountability

✦ **Proposal approved in concept by State Board:**

  ◗ *Multiple indicators consistent with mission of school*

✦ **SBE to approve indicators by January 2001**

✦ **One indicator will be STAR**

✦ **Model will begin 2001-02 school year**

◆ **School must be classified as a special education center**

◆ **Special education population within a traditional school does NOT constitute a special education center**

Special Education Schools and Centers

✦ Traditional schools with special education students are covered by main accountability system (API)

✦ Existing accountability at special education centers is strong

✦ Accountability efforts are integrated with processes already developed by CDE Special Education Division

✦ Recommendations based on review of new alternate assessment and Key Performance Indicators to go to the State Board in fall 2001
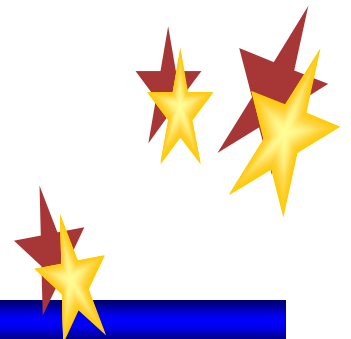
"Opt-In" from Alternative Accountability System

✦ **Principle:**

◗ **Give schools who may be eligible to participate in the Alternative Accountability System the opportunity to be part of the main accountability system**

✦ **"Opt-In"to the main accountability system not an option for schools with fewer than 11 valid test scores**

Future API Indicators

✦ July 2000 State Board of Education:

  ◗ Stanford 9 scores only in 2000 API Base

✦ STAR standards-based test anticipated for 2001 API Base

✦ PSAA's Advisory Committee, with Technical Design Group (TDG) assistance, to determine API calculation methodology.